

## Grade 3 RPTE

Refer to the *RPTE Grades 3–12 Information Booklet (Revised October 2004)* for more information.

### Proficiency Levels

**Beginning Level (1):** The reading selections and test items at this level are written at a beginning level of English comprehension. The readings are short, contain common English words, cover familiar topics, and include illustrations that aid comprehension. Students at this level typically understand very little English, read slowly, and rely heavily on previous knowledge and information from pictures to help them figure out the meaning of what they read.

**Intermediate Level (2):** The readings and test items at this level are written at an intermediate level of English comprehension. The readings are slightly longer and somewhat more complex than those at the beginning level because students at this level have a larger English vocabulary and a basic sense of the structure of the English language. Although students at this level can read simple texts on familiar topics with some fluency, they still have difficulty understanding material written for native English speakers at their grade level.

**Advanced Level (3):** The readings and test items at this level are written for students with a more advanced level of English comprehension. The readings are lengthier and more complex than those at the intermediate level, and the topics need not be as familiar to students. The test items require students to move beyond literal comprehension toward more abstract and critical thinking. Students at this level may have difficulty understanding certain English words and structures, but they can read more independently and with assistance can generally understand classroom materials written for their grade level. Students who score at the high end of the advanced range receive a proficiency rating of advanced high.

Each RPTE item assesses one of four objectives. At each of the three proficiency levels, at least four items are assessed per objective. This distribution allows educators to see trends in objective performance at a student's designated level of proficiency.

## Grade 3 RPTE (continued)

### RPTE Objective 1

The student will decode and/or determine the meaning of words in a variety of written texts.

- (3.5) **Reading/word identification.** The student uses a variety of word identification strategies. The student is expected to:
- (D) use root words and other structural cues, such as prefixes, suffixes, and derivational endings, to recognize words (3)
  - (E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1–3)
- (3.8) **Reading/vocabulary development.** The student develops an extensive vocabulary. The student is expected to:
- (D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words] (3)
- (3.24) **Second language acquisition/reading.** The student is expected to:
- (A) learn sound/symbol relationships as they apply to the phonological system of English (K–8/ESL)
  - (E) develop basic sight vocabulary (K–8/ESL)
  - (F) use a combination of skills to decode words, such as pattern recognition and identification of cognates, root words, and affixes (K–8/ESL)
  - (H) use print from the environment to derive meaning (K–8/ESL)

### RPTE Objective 2

The student will identify supporting ideas in a variety of written texts.

- (3.7) **Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to:
- (B) read from a variety of genres [for pleasure and] to acquire information [from both print and electronic sources] (2–3)
- (3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:
- (C) retell [or act out] the order of important events in stories (K–3)
- (3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to:
- (I) identify the importance of setting to a story's meaning (1–3)
- (3.12) **Reading/inquiry/research.** The student generates questions and conducts research using information from various sources. The student is expected to:
- (E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2–3)

## Grade 3 RPTE (continued)

### RPTE Objective 3

The student will summarize a variety of written texts.

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

(H) produce summaries of text selections (2–3)

(3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to:

(J) recognize the story problem(s) or plot (1–3)

### RPTE Objective 4

The student will analyze and evaluate ideas and information in a variety of written texts.

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

(F) make and explain inferences from texts, such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1–3)

(G) identify similarities and differences across texts, such as in topics, characters, and themes (3)

(J) distinguish fact from opinion in various texts, including news stories and advertisements (3)

(3.10) **Reading/literary response.** The student responds to various texts. The student is expected to:

(C) support interpretations or conclusions with examples drawn from text (2–3)

(3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to:

(H) analyze characters, including their traits, feelings, relationships, and changes (1–3)

(3.12) **Reading/inquiry/research.** The student generates questions and conducts research using information from various sources. The student is expected to:

(E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2–3)

## Grades 4–5 RPTE

Refer to the *RPTE Grades 3–12 Information Booklet (Revised October 2004)* for more information.

### Proficiency Levels

**Beginning Level (1):** The reading selections and test items at this level are written at a beginning level of English comprehension. The readings are short, contain common English words, cover familiar topics, and include illustrations that aid comprehension. Students at this level typically understand very little English, read slowly, and rely heavily on previous knowledge and information from pictures to help them figure out the meaning of what they read.

**Intermediate Level (2):** The readings and test items at this level are written at an intermediate level of English comprehension. The readings are slightly longer and somewhat more complex than those at the beginning level because students at this level have a larger English vocabulary and a basic sense of the structure of the English language. Although students at this level can read simple texts on familiar topics with some fluency, they still have difficulty understanding material written for native English speakers at their grade level.

**Advanced Level (3):** The readings and test items at this level are written for students with a more advanced level of English comprehension. The readings are lengthier and more complex than those at the intermediate level, and the topics need not be as familiar to students. The test items require students to move beyond literal comprehension toward more abstract and critical thinking. Students at this level may have difficulty understanding certain English words and structures, but they can read more independently and with assistance can generally understand classroom materials written for their grade level. Students who score at the high end of the advanced range receive a proficiency rating of advanced high.

Each RPTE item assesses one of four objectives. At each of the three proficiency levels, at least four items are assessed per objective. This distribution allows educators to see trends in objective performance at a student's designated level of proficiency.

## Grades 4–5 RPTE (continued)

### RPTE Objective 1

The student will decode and/or determine the meaning of words in a variety of written texts.

Grade 4 Grade 5

(4.6) (5.6) **Reading/word identification.** The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4–8)

(4.9) (5.9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(B) draw on experiences to bring meanings to words in context, such as interpreting figurative language and multiple-meaning words (4–5)

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4–8)

(4.29) (5.29) **Second language acquisition/reading.** The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K–8/ESL)

(E) develop basic sight vocabulary (K–8/ESL)

(F) use a combination of skills to decode words, such as pattern recognition and identification of cognates, root words, and affixes (K–8/ESL)

(H) use print from the environment to derive meaning (K–8/ESL)

### RPTE Objective 2

The student will identify supporting ideas in a variety of written texts.

Grade 4 Grade 5

(4.10) (5.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(E) use the text's structure or progression of ideas, such as cause and effect or chronology, to locate and recall information (4–8)

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4–8)

(4.12) (5.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(I) recognize and analyze story plot, setting, and problem resolution (4–8)

(4.13) (5.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:

(D) interpret and use graphic sources of information, such as maps, graphs, time lines, tables, or diagrams, to address research questions (4–5)

## Grades 4–5 RPTE (continued)

### RPTE Objective 3

The student will summarize a variety of written texts.

Grade 4 Grade 5

(4.10) (5.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

- (F) determine a text's main (or major) ideas and how those ideas are supported with details (4–8)
- (G) paraphrase and summarize text to recall, inform, or organize ideas (4–8)

### RPTE Objective 4

The student will analyze and evaluate ideas and information in a variety of written texts.

Grade 4 Grade 5

(4.10) (5.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

- (E) use the text's structure or progression of ideas, such as cause and effect or chronology, to locate and recall information (4–8)
- (H) draw inferences, such as conclusions or generalizations, and support them with text evidence [and experience] (4–8)
- (J) distinguish fact and opinion in various texts (4–8)

(4.11) (5.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:

- (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4–8)
- (D) connect, compare, and contrast ideas, themes, and issues across text (4–8)

(4.12) (5.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to:

- (C) identify the purposes of different types of texts, such as to inform, influence, express, or entertain (4–8)
- (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8)
- (I) recognize and analyze story plot, setting, and problem resolution (4–8)
- (J) describe how the author's perspective or point of view affects the text (4–8)

(4.13) (5.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:

- (D) interpret and use graphic sources of information, such as maps, graphs, time lines, tables, or diagrams, to address research questions (4–5)
- (G) draw conclusions from information gathered from multiple sources (4–8)

## Grades 6–8 RPTE

Refer to the *RPTE Grades 3–12 Information Booklet (Revised October 2004)* for more information.

### Proficiency Levels

**Beginning Level (1):** The reading selections and test items at this level are written at a beginning level of English comprehension. The readings are short, contain common English words, cover familiar topics, and include illustrations that aid comprehension. Students at this level typically understand very little English, read slowly, and rely heavily on previous knowledge and information from pictures to help them figure out the meaning of what they read.

**Intermediate Level (2):** The readings and test items at this level are written at an intermediate level of English comprehension. The readings are slightly longer and somewhat more complex than those at the beginning level because students at this level have a larger English vocabulary and a basic sense of the structure of the English language. Although students at this level can read simple texts on familiar topics with some fluency, they still have difficulty understanding material written for native English speakers at their grade level.

**Advanced Level (3):** The readings and test items at this level are written for students with a more advanced level of English comprehension. The readings are lengthier and more complex than those at the intermediate level, and the topics need not be as familiar to students. The test items require students to move beyond literal comprehension toward more abstract and critical thinking. Students at this level may have difficulty understanding certain English words and structures, but they can read more independently and with assistance can generally understand classroom materials written for their grade level. Students who score at the high end of the advanced range receive a proficiency rating of advanced high.

Each RPTE item assesses one of four objectives. At each of the three proficiency levels, at least four items are assessed per objective. This distribution allows educators to see trends in objective performance at a student's designated level of proficiency.

## Grades 6–8 RPTE (continued)

### RPTE Objective 1

The student will decode and/or determine the meaning of words in a variety of written texts.

Grade 6 Grade 7 Grade 8

(6.6) (7.6) (8.6) **Reading/word identification.** The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4–8)

(6.9) (7.9) (8.9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(B) draw on experiences to bring meanings to words in context, such as interpreting figurative language, idioms, multiple-meaning words, and analogies (6–8)

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4–8)

(6.28) (7.28) (8.28) **Second language acquisition/reading.** The student is expected to:

(A) learn sound/symbol relationships as they apply to the phonological system of English (K–8/ESL)

(E) develop basic sight vocabulary (K–8/ESL)

(F) use a combination of skills to decode words, such as pattern recognition and identification of cognates, root words, and affixes (K–8/ESL)

(H) use print from the environment to derive meaning (K–8/ESL)

### RPTE Objective 2

The student will identify supporting ideas in a variety of written texts.

Grade 6 Grade 7 Grade 8

(6.10) (7.10) (8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(E) use the text's structure or progression of ideas, such as cause and effect or chronology, to locate and recall information (4–8)

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4–8)

(6.12) (7.12) (8.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(G) recognize and analyze story plot, setting, and problem resolution (4–8)

(6.13) (7.13) (8.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:

(D) interpret and use graphic sources of information, such as maps, graphs, time lines, or tables, to address research questions (4–8)

## Grades 6–8 RPTE (continued)

### RPTE Objective 3

The student will summarize a variety of written texts.

Grade 6 Grade 7 Grade 8

(6.10) (7.10) (8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4–8)

(G) paraphrase and summarize text to recall, inform, or organize ideas (4–8)

### RPTE Objective 4

The student will analyze and evaluate ideas and information in a variety of written texts.

Grade 6 Grade 7 Grade 8

(6.10) (7.10) (8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:

(E) use the text's structure or progression of ideas, such as cause and effect or chronology, to locate and recall information (4–8)

(H) draw inferences, such as conclusions or generalizations, and support them with text evidence [and experience] (4–8)

(J) distinguish fact and opinion in various texts (4–8)

(6.11) (7.11) (8.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4–8)

(D) connect, compare, and contrast ideas, themes, and issues across text (4–8)

(6.12) (7.12) (8.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) identify the purposes of different types of texts, such as to inform, influence, express, or entertain (4–8)

(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8)

(G) recognize and analyze story plot, setting, and problem resolution (4–8)

(H) describe how the author's perspective or point of view affects the text (4–8)

(6.13) (7.13) (8.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:

(D) interpret and use graphic sources of information, such as maps, graphs, time lines, or tables, to address research questions (4–8)

(G) draw conclusions from information gathered from multiple sources (4–8)

## Grades 9–12 RPTE

Refer to the *RPTE Grades 3–12 Information Booklet (Revised October 2004)* for more information.

### Proficiency Levels

**Beginning Level (1):** The reading selections and test items at this level are written at a beginning level of English comprehension. The readings are short, contain common English words, cover familiar topics, and include illustrations that aid comprehension. Students at this level typically understand very little English, read slowly, and rely heavily on previous knowledge and information from pictures to help them figure out the meaning of what they read.

**Intermediate Level (2):** The readings and test items at this level are written at an intermediate level of English comprehension. The readings are slightly longer and somewhat more complex than those at the beginning level because students at this level have a larger English vocabulary and a basic sense of the structure of the English language. Although students at this level can read simple texts on familiar topics with some fluency, they still have difficulty understanding material written for native English speakers at their grade level.

**Advanced Level (3):** The readings and test items at this level are written for students with a more advanced level of English comprehension. The readings are lengthier and more complex than those at the intermediate level, and the topics need not be as familiar to students. The test items require students to move beyond literal comprehension toward more abstract and critical thinking. Students at this level may have difficulty understanding certain English words and structures, but they can read more independently and with assistance can generally understand classroom materials written for their grade level. Students who score at the high end of the advanced range receive a proficiency rating of advanced high.

Each RPTE item assesses one of four objectives. At each of the three proficiency levels, at least four items are assessed per objective. This distribution allows educators to see trends in objective performance at a student's designated level of proficiency.

## Grades 9–12 RPTE (continued)

### A Key to Understanding the TEKS Included on RPTE

Student expectations eligible for the Grades 9–12 RPTE are drawn from the English language arts (ELA) strand and the ESL strand of the Grade 8 or English I (EI) reading curriculum. When "ESL" is denoted, the student expectation is specific to the second language acquisition portion of the reading curriculum.

### RPTE Objective 1

The student will decode and/or determine the meaning of words in a variety of written texts.

- (6) **Reading/word identification/vocabulary development.** The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:
- (A) expand vocabulary through wide reading, listening, and discussing—EI
  - (B) rely on context to determine meanings of words and phrases, such as figurative language, idioms, multiple-meaning words, and technical vocabulary—EI
  - (C) apply meanings of prefixes, roots, and suffixes in order to comprehend—EI
- (25) **Second language acquisition/reading.** The student is expected to:
- (A) learn sound/symbol relationships as they apply to the phonological system of English—EI/ESL
  - (E) develop basic sight vocabulary—EI/ESL
  - (F) use a combination of skills to decode words, such as pattern recognition, identifying cognates, root words, and affixes—EI/ESL
  - (H) use print from the environment to derive meaning—EI/ESL

### RPTE Objective 2

The student will identify supporting ideas in a variety of written texts.

- (7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:
- (E) analyze text structures, such as compare and contrast, cause and effect, and chronological ordering—EI
  - (F) identify main ideas and their supporting details—EI
- (8.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:
- (D) interpret and use graphic sources of information, such as maps, graphs, time lines, or tables, to address research questions (4–8)—ELA 8

### RPTE Objective 3

The student will summarize a variety of written texts.

- (7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:
- (F) identify main ideas and their supporting details—EI
  - (G) summarize texts—EI

## Grades 9–12 RPTE (continued)

- (11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:
- (A) recognize the theme (general observation about life or human nature) within a text—EI

### RPTE Objective 4

The student will analyze and evaluate ideas and information in a variety of written texts.

- (7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:
- (E) analyze text structures, such as compare and contrast, cause and effect, and chronological ordering—EI
  - (H) draw inferences, such as conclusions, generalizations, and predictions, and support them from text—EI
- (11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:
- (B) analyze relevance of setting and time frame to text's meaning—EI
  - (C) analyze characters and identify time and point of view—EI
  - (E) analyze the development of plot in narrative text—EI
- (12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts. The student is expected to:
- (A) analyze characteristics of text, including its structure, word choices, and intended audience—EI
  - (D) analyze texts, such as editorials, documentaries, and advertisements, for bias and use of common persuasive techniques—EI
- (8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:
- (J) distinguish fact and opinion in various texts (4–8)—ELA 8
- (8.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:
- (D) connect, compare, and contrast ideas, themes, and issues across texts (4–8)—ELA 8
- (8.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to:
- (A) identify the purposes of different types of texts, such as to inform, influence, express, or entertain (4–8)—ELA 8
  - (H) describe how the author's perspective or point of view affects the text (4–8)—ELA 8
  - (K) recognize how style, tone, and mood contribute to the effect of the text (6–8)—ELA 8

### Grades 9–12 RPTE (continued)

(8.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:

(D) interpret and use graphic sources of information, such as maps, graphs, time lines, or tables, to address research questions (4–8)—ELA 8

(G) draw conclusions from information gathered from multiple sources (4–8)—ELA 8