TEKS Curriculum Framework for STAAR Alternate

Grade 6 Reading

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STAAR Reporting Category 1—Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(6.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard (B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; Readiness Standard (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. Readiness Standard	Identifies new vocabulary words in text using a variety of strategies.

6.2	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words • identify and explain the meaning of common idioms, adages, and other sayings • produce analogies with known antonyms and synonyms • use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words • determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes • use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words • identify the meaning of common idioms • complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____) • use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words • alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words • identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles) • identify and use antonyms, synonyms, homographs, and homophones

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6.2	Prerequisite Skills/Links to TEKS Vertical Alignment
	• use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs • identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots • alphabetize a series of words and use a dictionary or a glossary to find words • identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning • use context to determine the relevant meaning of unfamiliar words or multiple-meaning words • use prefixes and suffixes to determine the meaning of words (e.g., allow/ disallow) • alphabetize a series of words to the first or second letter and use a dictionary to find words • identify and sort words into conceptual categories (e.g., opposites, living things) • determine what words mean from how they are used in a sentence, either heard or read • determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) • identify words that name actions (verbs) and words that name persons, places, or things (nouns) • use a picture dictionary to find words • identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures) • recognize that compound words are made up of shorter words • identify and use words that name actions, directions, positions, sequences, and locations **Sentences and structure skills** • attempt to use new vocabulary and grammar in speech (ELL) • use single words and simple phrases to communicate meaning in social situations (ELL) **Vocabulary skills** • increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English (ELL) • use a large speaking vocabulary, adding several new words daily • demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses • demonstrate understanding of terms used in the instructional language of the classroom **Reading/beginning reading skills/phonics*** *Working with Words* • identify and read contractions (e.g., I'd, won't) • identify and read at least 300 high-frequency words from a commonly used list • identify and read contractions (e.g., haven't, it's) • identify and read abbreviations (e.g., Mr., Ave.) • read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful) • identify and read at least 100 high-frequency words from a commonly used list • identify and read contractions (e.g., isn't, can't)

Continued

6.2	Prerequisite Skills/Links to TEKS Vertical Alignment
	• use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream) • read base words with inflectional endings (e.g., plurals, past tenses) • identify and read at least 25 high-frequency words from a commonly used list

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NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1—Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(6.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. The student is expected to (C) compare and contrast the historical and cultural settings of two literary works. Supporting Standard	Identifies themes and settings across literary genres.

6.3	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• explain the effect of a historical event or movement on the theme of a work of literature • describe the phenomena explained in origin myths from various cultures • compare and contrast the themes or moral lessons of several works of fiction from various cultures • compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature • summarize and explain the lesson or message of a work of fiction as its theme • compare and contrast the settings in myths and traditional folktales • paraphrase the themes and supporting details of fables, legends, myths, or stories • compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot • identify moral lessons as themes in well-known fables, legends, myths, or stories • explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales • connect the meaning of a well-known story or fable to personal experiences • recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures • recognize sensory details • discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience • identify elements of a story including setting, character, and key events **Listening and speaking/listening*** • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps

Continued

6.3	Prerequisite Skills/Links to TEKS Vertical Alignment
	• listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information **Listening comprehension skills*** • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

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NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1—Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(6.7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. The student is expected to (A) identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography. Supporting Standard	Identifies features across literary nonfiction texts.

6.7	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life • identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography • explain the difference in point of view between a biography and autobiography • distinguish between fiction and nonfiction • determine whether a story is true or a fantasy and explain why **Reading/comprehension skills (figure 19)*** • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order

Continued

6.7	Prerequisite Skills/Links to TEKS Vertical Alignment
	• establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies*** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills*** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1—Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(6.9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. The student is expected to (A) compare and contrast the stated or implied purposes of different authors writing on the same topic. Supporting Standard	Identifies authors' purposes across informational texts.

6.9	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved • explain the difference between a stated and an implied purpose for an expository text • identify the topic and locate the author's stated purposes in writing the text • identify the topic and explain the author's purpose in writing the text • identify the topic and explain the author's purpose in writing about the text • identify the topic of an informational text heard **Listening and speaking/listening*** • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information **Listening comprehension skills*** • show understanding of the new language being spoken by English-speaking teachers and peers (ELL)

Continued

6.9	Prerequisite Skills/Links to TEKS Vertical Alignment
	• show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

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STAAR Reporting Category 1—Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(6.11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. The student is expected to (A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence. Supporting Standard	Recognizes persuasive language across texts.

6.11	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• recognize exaggerated, contradictory, or misleading statements in text • identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument • explain how an author uses language to present information to influence what the reader thinks or does • identify what the author is trying to persuade the reader to think or do **Listening and speaking/speaking*** • give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively • express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively • speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively • share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language • share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language • share information and ideas by speaking audibly and clearly using the conventions of language **Speech production skills*** • investigate and demonstrate growing understanding of the sounds and intonation of the English language (ELL)

Continued

6.11	Prerequisite Skills/Links to TEKS Vertical Alignment
	Speaking (conversation) skills* • match language to social contexts • demonstrate knowledge of nonverbal conversational rules • demonstrate knowledge of verbal conversational rules • provide appropriate information for various situations • engage in conversations in appropriate ways • use language for different purposes

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STAAR Reporting Category 1—Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(6.19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. Readiness Standard	Uses a variety of strategies to demonstrate comprehension across genres.

6.19	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories

Continued

6.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	• make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(6.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. The student is expected to (A) infer the implicit theme of a work of fiction, distinguishing theme from the topic; Supporting Standard (B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures. Supporting Standard	Identifies themes in a variety of literary texts.

6.3	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• explain the effect of a historical event or movement on the theme of a work of literature • describe the phenomena explained in origin myths from various cultures • compare and contrast the themes or moral lessons of several works of fiction from various cultures • compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature • summarize and explain the lesson or message of a work of fiction as its theme • compare and contrast the settings in myths and traditional folktales • paraphrase the themes and supporting details of fables, legends, myths, or stories • compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot • identify moral lessons as themes in well-known fables, legends, myths, or stories • explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales • connect the meaning of a well-known story or fable to personal experiences • recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures • recognize sensory details • discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience • identify elements of a story including setting, character, and key events

Continued

6.3	Prerequisite Skills/Links to TEKS Vertical Alignment
	Listening and speaking/listening* • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information **Listening comprehension skills*** • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

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STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(6.4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. The student is expected to (A) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem. Supporting Standard	Identifies structure and elements of poetry including figurative language.

6.4	**Prerequisite Skills/Links to TEKS Vertical Alignment**

- analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems
- explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse)
- describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)
- describe how rhyme, rhythm, and repetition interact to create images in poetry
- respond to and use rhythm, rhyme, and alliteration in poetry
- respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds

Reading/beginning reading skills/phonological awareness*

Phonological Awareness at the Word Level

- segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/ s/ p/ l/ a/ t/)
- isolate initial, medial, and final sounds in one-syllable spoken words
- blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr)
- recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/ b/ l/ o/ w/ to/ g/ l/ o/ w/)
- distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/ bite)
- orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr)
- segment spoken one-syllable words into two to three phonemes (e.g., dog:/ d/ …/ o/ …/ g/)
- isolate the initial sound in one-syllable spoken words
- blend spoken phonemes to form one-syllable words (e.g.,/ m/ …/ a/ …/ n/ says man)
- blend spoken onsets and rimes to form simple words (e.g., onset/ c/ and rime/ at/ make cat)
- recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball")

Continued

6.4	Prerequisite Skills/Links to TEKS Vertical Alignment
	• distinguish orally presented rhyming pairs of words from non-rhyming pairs • orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?") • identify syllables in spoken words • identify a sentence made up of a group of words **Phonological awareness skills*** • recognize and blend two phonemes into real words with pictorial support • combine onset and rime to form familiar one-syllable words without pictorial support • combine onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support • produce a word that begins with the same sound as a given pair of words • produce a word that rhymes with a given word • delete a syllable from a word • combine syllables into words • delete a word from a compound word • combine words to make a compound word • separate a normally spoken four-word sentence into individual words

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TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(6.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Supporting Standard	Identifies the structure and elements of drama.

6.5 Prerequisite Skills/Links to TEKS Vertical Alignment

- analyze the similarities and differences between an original text and its dramatic adaptation
- describe the structural elements particular to dramatic literature
- explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed
- identify the elements of dialogue and use them in informal plays

Dramatic expression skills

- create or recreate stories, moods, or experiences through dramatic representations

Reading/comprehension skills (figure 19)*

- ask literal, interpretive, evaluative, and universal questions of text
- make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
- summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts
- establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension
- ask literal, interpretive, and evaluative questions of text
- make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
- summarize information in text, maintaining meaning and logical order
- monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)
- retell important events in stories in logical order
- establish purposes for reading selected texts based upon content to enhance comprehension
- make inferences about text and use textual evidence to support understanding
- ask literal questions of text
- retell or act out important events in stories in logical order
- establish purposes for reading selected texts based upon desired outcome to enhance comprehension

Continued

6.5	Prerequisite Skills/Links to TEKS Vertical Alignment
	• make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies*** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills*** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

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TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(6.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. The student is expected to (A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction; Readiness Standard (B) recognize dialect and conversational voice and explain how authors use dialect to convey character; Supporting Standard (C) describe different forms of point-of-view, including first- and third-person. Supporting Standard	Recognizes how elements of fiction contribute to plot development.

6.6	**Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain different forms of third-person points of view in stories
- explain the roles and functions of characters in various plots, including their relationships and conflicts
- describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events
- identify whether the narrator or speaker of a story is first or third person
- describe the interaction of characters including their relationships and the changes they undergo
- sequence and summarize the plot's main events and explain their influence on future events
- describe main characters in works of fiction, including their traits, motivations, and feelings
- describe similarities and differences in the plots and settings of several works by the same author
- describe characters in a story and the reasons for their actions and feelings
- describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events
- describe characters in a story and the reasons for their actions
- retell a main event from a story read aloud

Reading/comprehension skills (figure 19)*

- ask literal, interpretive, evaluative, and universal questions of text
- make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence

Continued

6.6	Prerequisite Skills/Links to TEKS Vertical Alignment
	• summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies*** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations

Continued

6.6	Prerequisite Skills/Links to TEKS Vertical Alignment
	Comprehension of text read aloud skills* • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(6.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. The student is expected to (A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. Readiness Standard	Recognizes the meaning of figurative and sensory language in literary texts.

6.8	**Prerequisite Skills/Links to TEKS Vertical Alignment**

- evaluate the impact of sensory details, imagery, and figurative language in literary text
- identify the author's use of similes and metaphors to produce imagery
- identify language that creates a graphic visual experience and appeals to the senses
- recognize that some words and phrases have literal and non-literal meanings (e.g., take steps)
- recognize sensory details in literary text

Reading/vocabulary development*

- use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words
- identify and explain the meaning of common idioms, adages, and other sayings
- produce analogies with known antonyms and synonyms
- use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words
- use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words
- identify the meaning of common idioms
- complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____)
- use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words
- determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes
- alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words
- identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles)

Continued

6.8	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify and use antonyms, synonyms, homographs, and homophones • use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs • identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots • alphabetize a series of words and use a dictionary or a glossary to find words • identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning • use context to determine the relevant meaning of unfamiliar words or multiple-meaning words • use prefixes and suffixes to determine the meaning of words (e.g., allow/ disallow) • alphabetize a series of words to the first or second letter and use a dictionary to find words • identify and sort words into conceptual categories (e.g., opposites, living things) • determine what words mean from how they are used in a sentence, either heard or read • determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) • identify words that name actions (verbs) and words that name persons, places, or things (nouns) • use a picture dictionary to find words • identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures) • recognize that compound words are made up of shorter words • identify and use words that name actions, directions, positions, sequences, and locations **Sentences and structure skills*** • attempt to use new vocabulary and grammar in speech (ELL) • use single words and simple phrases to communicate meaning in social situations (ELL) **Vocabulary skills*** • increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English (ELL) • use a large speaking vocabulary, adding several new words daily • demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses • demonstrate understanding of terms used in the instructional language of the classroom

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(6.13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to (A) explain messages conveyed in various forms of media; Supporting Standard (B) recognize how various techniques influence viewers' emotions. Supporting Standard	Recognizes the various techniques used in media that impact the meaning in literary texts.

6.13	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• analyze various digital media venues for levels of formality and informality • identify the point of view of media presentations • consider the difference in techniques used in media (e.g., commercials, documentaries, news) • explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news • explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects) • explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior • compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article) • explain how various design techniques used in media influence the message (e.g., shape, color, sound) • understand how communication changes when moving from one genre of media to another • identify various written conventions for using digital media (e.g., e-mail, website, video game) • describe techniques used to create media messages (e.g., sound, graphics) • recognize different purposes of media (e.g., informational, entertainment) • recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) • identify techniques used in media (e.g., sound, movement) • identify different forms of media (e.g., advertisements, newspapers, radio programs)

Continued

6.13	Prerequisite Skills/Links to TEKS Vertical Alignment

Reading/beginning reading skills/print awareness*

- distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks)
- identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)
- read texts by moving from top to bottom of the page and tracking words from left to right with return sweep
- recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)
- sequence the letters of the alphabet
- recognize that spoken words are represented in written English by specific sequences of letters
- identify upper- and lower-case letters
- identify different parts of a book (e.g., front and back covers, title page)
- hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
- recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)
- recognize the difference between a letter and a printed word
- demonstrate the one-to-one correspondence between a spoken word and a printed word in text
- recognize that spoken words can be represented by print for communication

Alphabet knowledge skills*

- name at least 20 upper and at least 20 lower case letters

Motivation to read skills*

- ask to be read to or ask the meaning of written text
- use books and other written materials to engage in pre-reading behaviors
- engage in pre-reading and reading-related activities

Listening and speaking/listening*

- determine both main and supporting ideas in the speaker's message
- follow, restate, and give oral instructions that include multiple action steps
- listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective
- follow, restate, and give oral instructions that involve a series of related sequences of action
- listen attentively to speakers, ask relevant questions, and make pertinent comments
- follow, restate, and give oral instructions that involve a short related sequence of actions
- listen attentively to speakers and ask relevant questions to clarify information
- follow oral directions that involve a short related sequence of actions
- listen attentively by facing speakers and asking questions to clarify information

Continued

6.13	Prerequisite Skills/Links to TEKS Vertical Alignment
	Listening comprehension skills* • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(6.19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to (D) make inferences about text and use textual evidence to support understanding; Readiness Standard (Fiction)/ Supporting Standard (Literary Nonfiction, Poetry, Drama) (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. Readiness Standard (Fiction)/ Supporting Standard (Literary Nonfiction, Poetry, Drama)	Uses a range of reading skills to make inferences within and across literary texts.

6.19	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order

Continued

6.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	• establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(6.10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to (A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions; Readiness Standard (B) explain whether facts in an argument are used for or against an issue; Supporting Standard (C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; Readiness Standard (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. Readiness Standard	Recognizes how organizational patterns impact main idea and details in informational texts.

6.10	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres • use multiple text features and graphics to gain an overview of the contents of text and to locate information • analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas • determine the facts in text and verify them through established methods • summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order • use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information • describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison • distinguish fact from opinion in a text and explain how to verify what is a fact • summarize the main idea and supporting details in text in ways that maintain meaning • use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text

Continued

6.10	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify explicit cause and effect relationships among ideas in texts • draw conclusions from the facts presented in text and support those assertions with textual evidence • identify the details or facts that support the main idea • use text features (e.g., table of contents, index, headings) to locate specific information in text • describe the order of events or ideas in a text • locate the facts that are clearly stated in a text • identify the main idea in a text and distinguish it from the topic • use text features (e.g., title, tables of contents, illustrations) to locate specific information in text • retell the order of events in a text by referring to the words and/ or illustrations • identify important facts or details in text, heard or read • restate the main idea, heard or read • use titles and illustrations to make predictions about text • discuss the ways authors group information in text • retell important facts in a text, heard or read • identify the topic and details in expository text heard or read, referring to the words and/ or illustrations **Reading/comprehension skills (figure 19)*** • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

Continued

6.10	Prerequisite Skills/Links to TEKS Vertical Alignment
	• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies*** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills*** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(6.11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. The student is expected to (B) identify simply faulty reasoning used in persuasive texts. Supporting Standard	Recognizes the arguments presented in persuasive texts.

6.11	**Prerequisite Skills/Links to TEKS Vertical Alignment**

- recognize exaggerated, contradictory, or misleading statements in text
- identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument
- explain how an author uses language to present information to influence what the reader thinks or does
- identify what the author is trying to persuade the reader to think or do

Listening and speaking/speaking*

- give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively
- express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively
- speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
- share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language
- share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language
- share information and ideas by speaking audibly and clearly using the conventions of language

Speech production skills*

- investigate and demonstrate growing understanding of the sounds and intonation of the English language (ELL)

Speaking (conversation) skills*

- match language to social contexts
- demonstrate knowledge of nonverbal conversational rules

Continued

6.11	Prerequisite Skills/Links to TEKS Vertical Alignment
	• demonstrate knowledge of verbal conversational rules • provide appropriate information for various situations • engage in conversations in appropriate ways • use language for different purposes

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(6.12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. The student is expected to (B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. Supporting Standard	Uses graphic features to understand procedural texts.

6.12	**Prerequisite Skills/Links to TEKS Vertical Alignment**

- interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams
- interpret details from procedural text to complete a task, solve a problem, or perform procedures
- explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations)
- determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)
- locate and use specific information in graphic features of text
- follow and explain a set of written multi-step directions
- use common graphic features to assist in the interpretation of text (e.g., captions, illustrations)
- follow written multi-step directions
- explain the meaning of specific signs and symbols (e.g., map features)
- follow written multi-step directions with picture cues to assist with understanding
- identify the meaning of specific signs (e.g., traffic signs, warning signs)
- follow pictorial directions (e.g., recipes, science experiments)

Listening and speaking/listening*

- determine both main and supporting ideas in the speaker's message
- follow, restate, and give oral instructions that include multiple action steps
- listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective
- follow, restate, and give oral instructions that involve a series of related sequences of action
- listen attentively to speakers, ask relevant questions, and make pertinent comments
- follow, restate, and give oral instructions that involve a short related sequence of actions
- listen attentively to speakers and ask relevant questions to clarify information
- follow oral directions that involve a short related sequence of actions
- listen attentively by facing speakers and asking questions to clarify information

Continued

6.12	Prerequisite Skills/Links to TEKS Vertical Alignment
	Listening comprehension skills* • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(6.13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to (A) explain messages conveyed in various forms of media; Supporting Standard (B) recognize how various techniques influence viewers' emotions. Supporting Standard	Recognizes the various techniques used in media that impact the meaning in informational texts.

6.13	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• analyze various digital media venues for levels of formality and informality • identify the point of view of media presentations • consider the difference in techniques used in media (e.g., commercials, documentaries, news) • explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news) • explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects) • explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior • compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article) • explain how various design techniques used in media influence the message (e.g., shape, color, sound) • understand how communication changes when moving from one genre of media to another • identify various written conventions for using digital media (e.g., e-mail, website, video game) • describe techniques used to create media messages (e.g., sound, graphics) • recognize different purposes of media (e.g., informational, entertainment) • recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) • identify techniques used in media (e.g., sound, movement) • identify different forms of media (e.g., advertisements, newspapers, radio programs)

Continued

6.13	Prerequisite Skills/Links to TEKS Vertical Alignment

Reading/beginning reading skills/print awareness*

- distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks)
- identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)
- read texts by moving from top to bottom of the page and tracking words from left to right with return sweep
- recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)
- sequence the letters of the alphabet
- recognize that spoken words are represented in written English by specific sequences of letters
- identify upper- and lower-case letters
- identify different parts of a book (e.g., front and back covers, title page
- hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
- recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)
- recognize the difference between a letter and a printed word
- demonstrate the one-to-one correspondence between a spoken word and a printed word in text
- recognize that spoken words can be represented by print for communication

Alphabet knowledge skills*

- name at least 20 upper and at least 20 lower case letters

Motivation to read skills*

- ask to be read to or ask the meaning of written text
- use books and other written materials to engage in pre-reading behaviors
- engage in pre-reading and reading-related activities

Listening and speaking/listening*

- determine both main and supporting ideas in the speaker's message
- follow, restate, and give oral instructions that include multiple action steps
- listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective
- follow, restate, and give oral instructions that involve a series of related sequences of action
- listen attentively to speakers, ask relevant questions, and make pertinent comments
- follow, restate, and give oral instructions that involve a short related sequence of actions
- listen attentively to speakers and ask relevant questions to clarify information
- follow oral directions that involve a short related sequence of actions
- listen attentively by facing speakers and asking questions to clarify information

Listening comprehension skills*

- show understanding of the new language being spoken by English-speaking teachers and peers (ELL)

Continued

6.13	Prerequisite Skills/Links to TEKS Vertical Alignment
	• show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(6.19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to (D) make inferences about text and use textual evidence to support understanding; Readiness Standard (Expository)/ Supporting Standard (Culture and History, Persuasive) (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. Readiness Standard (Expository)/ Supporting Standard (Persuasive)	Uses a range of reading skills to make inferences within and across informational texts.

6.19	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order

Continued

6.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	• establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.