TEKS Curriculum Framework for STAAR Alternate

Grade 3 Reading

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STAAR Reporting Category 1—Understanding Across Genres: The student will demonstrate an ability to understand 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**
(3.4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to (A) 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; Readiness Standard (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; Readiness Standard (C) identify and use antonyms, synonyms, homographs, and homophones. Supporting Standard	Identifies new vocabulary words using a variety of strategies.

3.4	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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)

Continued

3.4	Prerequisite Skills/Links to TEKS Vertical Alignment
	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 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) • 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

*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**
(3.2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. The student is expected to (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. Supporting Standard	Uses a variety of strategies to identify details in literary texts.

3.2	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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 **Reading/comprehension skills (figure 19)** • 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

Continued

3.2	Prerequisite Skills/Links to TEKS Vertical Alignment
	• 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) **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 Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(3.5) 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) paraphrase the themes and supporting details of fables, legends, myths, or stories. Supporting Standard	Identifies themes in fables, legends, myths, or stories.

3.5	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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*** • 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 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**
(3.6) 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) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse). Supporting Standard	Identifies the structure and elements of poetry.

3.6	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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") • 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

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3.6	Prerequisite Skills/Links to TEKS Vertical Alignment
	• 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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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**
(3.8) 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) sequence and summarize the plot's main events and explain their influence on future events; Readiness Standard (B) describe the interaction of characters including their relationships and the changes they undergo. Readiness Standard	Identifies plot and character interaction in literary texts.

3.8	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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)*** • 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

Continued

3.8	Prerequisite Skills/Links to TEKS Vertical Alignment
	• 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*** • 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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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**
(3.9) 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 respond by providing evidence from text to support their understanding. Supporting Standard	Identifies features of literary nonfiction.

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

- distinguish between fiction and nonfiction
- determine whether a story is true or a fantasy and explain why

Reading/comprehension skills (figure 19)*

- 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*

- 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

Continued

3.9	Prerequisite Skills/Links to TEKS Vertical Alignment
	• 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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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**
(3.10) 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) identify language that creates a graphic visual experience and appeals to the senses. Supporting Standard	Recognizes sensory language in literary texts.

3.10	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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*** • 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)

Continued

3.10	Prerequisite Skills/Links to TEKS Vertical Alignment
	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 Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(3.16) 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. Supporting Standard	Recognizes that literary media conveys meaning.

3.16	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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) **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

Continued

3.16	Prerequisite Skills/Links to TEKS Vertical Alignment
	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*** • 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 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**
(3.19) 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) (E) summarize information in text, maintaining meaning and logical order. Readiness Standard (Fiction)/ Supporting Standard (Literary Nonfiction, Poetry)	Uses a variety of strategies to demonstrate comprehension of literary texts.

3.19	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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** • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

Continued

3.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	• 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 Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(3.12) 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. Supporting Standard	Identifies topic and author's purpose in informational texts.

3.12	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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*** • 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 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**
(3.13) 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) identify the details or facts that support the main idea; Readiness Standard (B) draw conclusions from the facts presented in text and support those assertions with textual evidence; Readiness Standard (C) identify explicit cause and effect relationships among ideas in text; Readiness Standard (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. Readiness Standard	Identifies the main idea and supporting details in informational texts.

3.13	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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)*** • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)

Continued

3.13	Prerequisite Skills/Links to TEKS Vertical Alignment
	• 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*** • 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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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**
(3.15) 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) locate and use specific information in graphic features of text. Supporting Standard	Uses information from graphic features in procedural texts.

3.15	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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*** • 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

*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**
(3.16) 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. Supporting Standard	Recognizes that informational media conveys meaning.

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

- 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)

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

Continued

3.16	Prerequisite Skills/Links to TEKS Vertical Alignment
	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*** • 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

*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**
(3.19) Reading/Comprehensions 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 (E) summarize information in text, maintaining meaning and logical order. Readiness Standard	Uses a variety of strategies to demonstrate comprehension of informational texts.

3.19	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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** • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

Continued

3.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	• 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.