



Introduction

Unique Learning System and News2you maintain alignment with state standards through instructional targets. These targets are the bridge between the general content standards adopted by a state and relevant curriculum content for students with significant disabilities. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in depth and breadth. The n2y Instructional Targets have been developed and are continually updated based on studies of standards across all 50 states. This document is provided as a tool to assist you in evaluating alignment of the n2y Instructional Targets to the Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)* and STAAR Alternate 2 Essence Statements*.

*Informational sources: <https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-110>
<https://tea.texas.gov/student-assessment/testing/staar-alternate/staar-alternate-2-resources>.

The chart below describes the sections of this alignment document. Each instructional target is addressed in one or more of the unit lessons throughout the year. Additionally, differentiated task descriptors are provided to define how students with diverse abilities will have access to essential content of the standards. Lesson plans and materials within Unique and News2you ensure the most rigorous alignment possible.

| Domain | | Grade Band |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| The Texas Essential Knowledge and Skills (TEKS) are listed in this section. | | The STAAR Alternate 2 Essence Statements are listed in this section. |
| Unique Instructional Targets | n2y Grade Band Lessons and Activities | n2y Supporting Activities |
| Instructional Targets reflect the essential content of grade level standards. | Unique | Unique |
| | Lessons that address instructional targets are listed in this section. Lessons from Unique units maintain a consistent format so that most instructional targets are taught each month. | Unique's supporting tools and guides supplement the unit lessons. Pertinent supports are listed in this section. |
| | News2you | News2you |
| Weekly activities and lessons, which provide practice for Instructional Targets, are listed in this section. | Supporting activities and lessons, which provide practice for Instructional Targets, are listed in this section. | |
| n2y Differentiated Tasks | | |
| Differentiated task descriptors ensure that students with a wide variety of learning abilities and needs are able to access, participate in, and progress through standards-based activities. Differentiated task descriptors are written in student performance terminology. | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students at this level are expected to reach the highest level of independence. | <ul style="list-style-type: none"> Students at this level will likely require support in all learning activities. | <ul style="list-style-type: none"> Students at this level require maximum support in learning. Increasing participation is the primary goal. |



| Standards for Reading Literature and Informational Text: Key Ideas and Details | | Grades K–2 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| Kindergarten | | |
| <p>K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (C) use text evidence to support an appropriate response; (D) retell texts in ways that maintain meaning. | <p><i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i></p> | |
| <p>K.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) discuss topics and determine the basic theme using text evidence with adult assistance; (B) identify and describe the main character(s); (C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; (D) describe the setting. | | |
| <p>K.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (C) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; (D) discuss main characters in drama; (E) recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> (i) the central idea and supporting evidence with adult assistance; (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance; (F) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; (G) recognize characteristics of multimodal and digital texts. | | |
| 1st Grade | | |
| <p>1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (C) use text evidence to support an appropriate response; (D) retell texts in ways that maintain meaning. | <p><i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i></p> | |
| <p>1.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) discuss topics and determine theme using text evidence with adult assistance; (B) describe the main character(s) and the reason(s) for their actions; (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; (D) describe the setting. | | |



1.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
- (C) discuss elements of drama such as characters and setting;
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and simple graphics to locate or gain information;
 - (iii) organizational patterns such as chronological order and description with adult assistance;
- (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;
- (F) recognize characteristics of multimodal and digital texts.

2nd Grade

2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (C) use text evidence to support an appropriate response;
- (D) retell and paraphrase texts in ways that maintain meaning and logical order.

2.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- (A) discuss topics and determine theme using text evidence with adult assistance;
- (B) describe the main character's (characters') internal and external traits;
- (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently;
- (D) describe the importance of the setting.

2.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
- (C) discuss elements of drama such as characters, dialogue, and setting.
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and graphics to locate and gain information;
 - (iii) organizational patterns such as chronological order and cause and effect stated explicitly;
- (E) recognize characteristics of persuasive text, including:
 - (i) stating what the author is trying to persuade the reader to think or do;
 - (ii) distinguishing facts from opinion;
- (F) recognize characteristics of multimodal and digital texts.



| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
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| <p>Reading Literature</p> <ul style="list-style-type: none"> ● Ask and answer questions (e.g., who, what, when, where, why, how) about key details of a story. ● Retell a familiar story, including the main idea and key details. ● Determine the main idea, central message or lesson of a literary text. ● Identify characters, setting and events in a story. ● Describe characters in a story (e.g., their feelings, actions, responses to events, motives). <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Ask and answer questions (e.g., who, what, when, where, why, how) about key details in informational text. ● Identify and retell the main idea and key details in informational text. ● Identify and make connections between people, events or information in a text. ● Identify how informational text is ordered by sequencing events or steps in a procedure. | <p>Unique</p> <p>Reading Literature</p> <p>Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book (Lesson 3) Read and Comprehend (Lesson 4) Literary Experience (Lessons 15)</p> <p>Reading Informational Text</p> <p>Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book Lesson 3) Read and Comprehend (Lesson 4) Literary Experience (Lesson 16) Direction Following (Lesson 26) History Timeline (Lesson 29) Core Task 1.1: Daily Schedules</p> | <p>Unique</p> <p>Reading Literature</p> <p>ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection</p> <p>Reading Informational Text</p> <p>ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library</p> |
| | <p style="text-align: center;">News2you</p> | <p style="text-align: center;">News2you</p> |
| | <p>Reading Informational Text</p> <p>Current Events News Page People and Places in the News Recipe Page Review Page Think Page Sports Page</p> | <p>Reading Informational Text</p> <p>Joke Page PowerPoint® World News Holidays Worksheets: Recipe Review Worksheets: Map Skills Joey's Locker: Cartoon Joey's Locker: Quiz Show</p> |



| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <p>Reading Literature</p> <ul style="list-style-type: none"> ● Students will independently read, answer or ask questions about a story and write, speak or select an answer. ● Students will retell a story, including the main idea and key details. ● Students will describe the main idea, message or lesson in a literary text. ● Students will name characters, settings and events from a story. ● Students will describe character traits, actions or motives in a literary text. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Students will independently read, answer or ask questions about a text and write, speak or select an answer. ● Students will retell a text, including the main idea and key details. ● Students will describe people, events or information from a text. ● Students will use text to follow steps in a direction-following activity. | <p>Reading Literature</p> <ul style="list-style-type: none"> ● Students will point to or select a picture in response to a question about a story. ● Students will use picture supports to retell key details from a story. ● Students will use picture supports to identify the main idea, central message or lesson in a literary text. ● Students will use picture supports to identify characters, settings and events from a story. ● Students will identify a character's action or feeling when given picture supports. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Students will point to or select a picture in response to a question about a text. ● Students will use picture supports to retell key details from a text. ● Students will use picture supports to identify people, events or information from a text. ● Students will use text supported with pictures to follow steps in a direction-following activity. | <p>Reading Literature</p> <ul style="list-style-type: none"> ● Students will respond to a question by choosing from a narrowed field or errorless choice(s). ● Students will retell key details from a story by selecting responses from a narrowed field or errorless choice(s). ● Students will select the main idea, central message or lesson in a literary text from a narrowed field or errorless choice(s). ● Students will select a picture to identify a character, setting or event from a story from a narrowed field or errorless choice(s). ● Students will identify a character's action or feeling when provided with a narrowed field or errorless choice(s). <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Students will respond to a question from a narrowed field or errorless choice(s). ● Students will retell a text by selecting key details from a narrowed field or errorless choice(s). ● Students will identify people, events or information from a text by making a selection from a narrowed field or errorless choice(s). ● Students will identify a directional step by making a selection from a narrowed field or errorless choice(s). |



| Standards for Reading Literature and Informational Text: Craft and Structure | | Grades K–2 | |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | | |
| Kindergarten | | | |
| <p>K.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems.</p> | | <p><i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i></p> | |
| <p>K.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(A) discuss with adult assistance the author's purpose for writing text; (B) discuss with adult assistance how the use of text structure contributes to the author's purpose; (E) listen to and experience first- and third-person texts.</p> | | | |
| 1st Grade | | | |
| <p>1.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.</p> | | | |
| <p>1.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(A) discuss the author's purpose for writing text; (B) discuss how the use of text structure contributes to the author's purpose; (E) listen to and experience first- and third-person texts.</p> | | | |
| 2nd Grade | | | |
| <p>2.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(B) explain visual patterns and structures in a variety of poems.</p> | | | |
| <p>2.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(A) discuss the author's purpose for writing text; (B) discuss how the use of text structure contributes to the author's purpose; (D) discuss the use of descriptive, literal, and figurative language; (E) identify the use of first or third person in a text; (F) identify and explain the use of repetition.</p> | | | |



| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
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| <p>Reading Literature</p> <ul style="list-style-type: none"> ● Determine meaning of unknown words and phrases that contribute to the understanding of literary text. ● Recognize the difference between books that tell stories and books that give information. ● Recognize the beginning and ending of a story. ● Identify who is telling a story. ● Define the role of authors in literature. ● Define the role of illustrators in literature. ● Identify feeling and sensory words. ● Identify rhyming words or repetition in a poem or song. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Determine meaning of unknown words and phrases that contribute to the understanding of informational text. ● Use text features to locate key information in an informational text. ● Identify the author's point of view/purpose in informational text. ● Identify supporting points for an author's point of view/purpose. | <p>Unique</p> | <p>Unique</p> |
| | <p>Reading Literature</p> <p>Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book (Lesson 3) Vocabulary (Lesson 12)</p> <p>Reading Informational Text</p> <p>Leveled Book (Lesson 1) Easy Read Book (Lesson 3) Vocabulary (Lesson 12) Literary Experience (Lesson 16) Core Task 4.0: Circle Time Reports</p> | <p>Reading Literature</p> <p>ULS Instructional Guides: Vocabulary n2y Library Standards Connection</p> <p>Reading Informational Text</p> <p>ULS Instructional Guides: Vocabulary n2y Library Standard Connections</p> |
| | <p>News2you</p> | <p>News2you</p> |
| | <p>Reading Informational Text</p> <p>People and Places in the News Joke Page Review Page Sudoku Think Page Words Page</p> | <p>Reading Informational Text</p> <p>Worksheets: Color & Label Worksheets: Vocabulary Words & Definitions Worksheets: Word Definitions Worksheets: Read & Do Worksheets: Look, Think & Read Worksheets: Cooking Vocabulary Words Joey's Locker: Match the Definition Joey's Locker: Hangman</p> |

| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <p>Reading Literature</p> <ul style="list-style-type: none"> ● Students will name and describe vocabulary related to the unit topic by asking and answering questions. ● Students will distinguish a text that tells a story from one that gives information. ● Students will distinguish the beginning of a story from the ending of a story. ● Students will determine if a story is being told by the narrator or a character. ● Students will define what authors do in literature. ● Students will define what illustrators do in literature. ● Students will identify sensory or feeling words in stories. ● Students will identify rhyming words or repetition in a poem or song. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Students will name and describe vocabulary related to the unit topic by asking and answering questions. ● Students will locate the front cover, back cover, title, author or illustrator of a text and use pictures to locate information. ● Students will identify and describe the author's point of view/purpose. ● Students will identify facts and details to support the author's point of view or purpose. | <p>Reading Literature</p> <ul style="list-style-type: none"> ● Students will point to pictures or words related to the unit topic. ● Students will identify a text that tells a story and a text that gives information. ● Students will identify the beginning or ending of a story with support. ● Students will identify the narrator or a character who is talking in a particular part of a story. ● Students name the author of a text with support. ● Students name the illustrator of a text with support. ● Students will identify a feeling or sensory word when given choices. ● Students will select rhyming or repeating words in a poem or song when given choices. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Students will point to pictures or words related to the unit topic. ● Students will locate the front cover, back cover or title of a text. ● Students will identify the author's point of view/purpose when given a choice. ● Students will use picture supports to match a supporting point or detail to the author's point of view or purpose. | <p>Reading Literature</p> <ul style="list-style-type: none"> ● Students will identify a named picture related to the unit topic from a narrowed field or errorless choice(s). ● Students will make a selection of a text that tells a story or a text that gives information. ● Students will make a selection of a text that tells the beginning or the ending of a story from a narrowed field or errorless choice(s). ● Students will select a picture to identify the narrator or a character who is talking in a particular part of a story. ● Students will select the author of a text from a narrowed field or errorless choice(s). ● Students will select the illustrator of a text from a narrowed field or errorless choice(s). ● Students will select a feeling or sensory word from a narrowed field or errorless choice(s). ● Students will select a rhyming word or phrase in a poem or song from a narrowed field or errorless choice(s). <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Students will identify a named picture related to the unit topic from a narrowed field or errorless choice(s). ● Students will make a selection to indicate the front cover, back cover or title of a text. ● Students will select the author's point of view/purpose from a narrowed field or errorless choice(s). ● Students will select a supporting point/detail when provided with the author's point of view/purpose from a narrowed field or errorless choice(s). |



| Standards for Reading Literature and Informational Text: Integration of Knowledge and Ideas | | Grades K–2 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| Kindergarten | | The STAAR Alternate 2 Essence Statements begin in grade 3. |
| <p>K.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> <p>(D) discuss with adult assistance how the author uses words that help the reader visualize.</p> | | |
| 1st Grade | | |
| <p>1.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> <p>(D) discuss how the author uses words that help the reader visualize.</p> | | |
| 2nd Grade | | |
| <p>2.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(C) discuss the author's use of print and graphic features to achieve specific purposes.</p> | | |
| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
| <p>Reading Literature</p> <ul style="list-style-type: none"> Use illustrations to describe characters and events in a story. Compare or contrast characters and events in the same story. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Use pictures and illustrations to support meaning within an informational text. Compare information from two informational texts on the same topic. | <p>Unique</p> <p>Reading Literature</p> <p>Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book (Lesson 3) Read and Comprehend (Lesson 4) Literary Experience (Lessons 15)</p> <p>Reading Informational Text</p> <p>Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book (Lesson 3) Read and Comprehend (Lesson 4) Core Task 4.0: Circle Time Reports</p> | <p>Unique</p> <p>Reading Literature</p> <p>ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection</p> <p>Reading Informational Text</p> <p>ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection</p> |



| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <p>News2you</p> <p>Reading Informational Text People and Places in the News Game Page Puzzle Page Sudoku Think Page Sports Page Words Page</p> | <p>News2you</p> <p>Reading Informational Text PowerPoint®</p> | |
| <p>Reading Literature</p> <ul style="list-style-type: none"> Students will describe characters and events based on illustrations from a story. Students will describe similarities and differences between two characters or events in a story. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will describe people, places and things based on illustrations from a text. Students will describe similarities and differences between two versions of a text on the same topic. | <p>Reading Literature</p> <ul style="list-style-type: none"> Students will point to pictures within a story to identify named characters and events. Students will select similarities or differences between two characters in a story. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will point to pictures within a story to identify people, places and things from a text. Students will select similarities of illustrations between two texts on the same topic. | <p>Reading Literature</p> <ul style="list-style-type: none"> When presented with an illustration from a story, students will select a character or an event. Students will select two characters from a story from a narrowed field or errorless choice(s). <p>Reading Informational Text</p> <ul style="list-style-type: none"> When presented with an illustration from a story, students will select a named person, place or thing. Students will identify information from two informational texts by selecting from a narrowed field or errorless choice(s) |



| Standards for Reading Literature and Informational Text: Range and Level of Text Complexity | | Grades K–2 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| Kindergarten | | <i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i> |
| K.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time. | | |
| 1st Grade | | |
| 1.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time. | | |
| 2nd Grade | | |
| 2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
| <p>Reading Literature</p> <ul style="list-style-type: none"> Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. | <p>Unique</p> <p>Reading Literature Leveled Book (Lesson 1) Easy Read Book (Lesson 3)</p> <p>Reading Informational Text Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book (Lesson 3) Core Task 4.0: Circle Time Reports</p> | <p>Unique</p> <p>Reading Literature ULS Monthly Tools: Supporting Files//PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection</p> <p>Reading Informational Text ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection</p> |
| | <p>News2you</p> <p>Reading Informational Text Current Events News Page Recipe Page Sports Page</p> | <p>News2you</p> <p>Reading Literature Joey's Locker Story Book</p> <p>Reading Informational Text Worksheets: Recipe Ingredient Needs Extra Materials: Pledge of Allegiance Extra Materials: Star Spangled Banner Extra Materials: Holiday Songs</p> |



| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <p>Reading Literature</p> <ul style="list-style-type: none"> Students will independently read literature stories and poems that have been adapted to student reading level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will independently read informational materials that have been adapted to student reading level. | <p>Reading Literature</p> <ul style="list-style-type: none"> Students will read supported and shared literature stories and poems that have been adapted to student reading level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will read supported and shared informational materials that have been adapted to student reading level. | <p>Reading Literature</p> <ul style="list-style-type: none"> Students will actively participate in supported reading of literature stories and poems that have been adapted to student ability level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will actively participate in supported reading of informational materials that have been adapted to student ability level. |



| Standards for Foundational Skills: Print Concepts | | Grades K–2 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| Kindergarten | | <i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i> |
| K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: <ul style="list-style-type: none"> (D) demonstrate print awareness by: <ul style="list-style-type: none"> (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; (v) identifying all uppercase and lowercase letters. | | |
| 1st Grade | | |
| 1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: <ul style="list-style-type: none"> (D) demonstrate print awareness by identifying the information that different parts of a book provide. | | |
| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Demonstrate an understanding of print features (left to right, page to page, etc.). ● Identify a word as a sequence of letters within a sentence that is paired with a spoken word. ● Recognize and produce capital letters of the alphabet. ● Recognize and produce lowercase letters of the alphabet. ● Identify organizational features of a sentence (capitalized first word, ending punctuation, spacing between words, etc.). | Unique Leveled Book (Lesson 1) Easy Read Book (Lesson 3) High-Frequency Word Wall (Lesson 5) Letters and Sounds (Lesson 11) Sentence Structures and Scrambles (Lesson 13) | Unique ULS Instructional Guides: Phonemic Awareness Standards Connection |
| | | |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared reading. ● Students will "read" or point to a named text word or words within a sentence. ● Students will name and write selected capital letters of the alphabet using a preferred method. ● Students will name and write selected lowercase letters of the alphabet using a preferred method. ● Students will recognize sentences with spaced words, a beginning capital letter and ending punctuation. | <ul style="list-style-type: none"> ● Students will participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared reading. ● With picture support, students will point to or select a named text word within a sentence. ● Students will point to or select a named capital letter when provided choices. ● Students will point to or select a named lowercase letter when provided choices. ● Students will point to or select a sentence with proper organizational features when given choices. | <ul style="list-style-type: none"> ● Students will attend to shared reading, giving supported indicators to turn the page or read more. ● Students will select a named text word that has been paired with a picture. ● Students will select a named capital letter from a narrowed field or errorless choice(s). ● Students will select a named lowercase letter from a narrowed field or errorless choice(s). ● Students will select a sentence with proper organizational features from a narrowed field or errorless choice(s). |



| Standards for Foundational Skills: Phonological Awareness | | Grades K–2 | |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | | |
| Kindergarten | | | |
| <p>K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; (x) segmenting spoken one-syllable words into individual phonemes. | | <p><i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i></p> | |
| 1st Grade | | | |
| <p>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends. | | | |
| 2nd Grade | | | |
| <p>2.1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (i) producing a series of rhyming words; (ii) distinguishing between long and short vowel sounds in one-syllable and multisyllable words; (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (iv) manipulating phonemes within base words. | | | |



| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Blend onset and rime to identify a spoken word. ● Distinguish initial, medial and final sounds in words. ● Demonstrate an understanding of the correlation between syllables and sounds within words. ● Identify and/or produce rhyming words. ● Count the number of words in a spoken message. | Unique | Unique |
| | Word Families (Lesson 8) Word Rime Spelling Lists (Lessons 9 and 10) Letters and Sounds (Lesson 11) Sentence Structures and Scrambles (Lesson 13) | ULS Instructional Guides: Phonemic Awareness Standards Connection News2you Puzzle Page Standards Connection Words Page Standards Connection Worksheets: Counting Syllables Worksheets: Beginning Sound Worksheets: Word Beginnings Worksheets: Word Sort: Beginning Sound Worksheets: Find the Sound |
| n2y Differentiated Tasks | | |
| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will blend onset and rime to state a series of rime words. ● Students will identify and produce the beginning, middle or ending sound of a word. ● Students will tap or clap to the sounds or syllables of a word. ● Students will name words that rhyme (either rhyme with a provided word or independently name words that rhyme). ● Students will count the number of words in a spoken message. | <ul style="list-style-type: none"> ● Students will point to or select a named word rime. ● Students will select words that have the same beginning, middle or end sound. ● Students will participate in a supported tap or clap activity to indicate sounds or syllables in a word. ● Students will select pictures of rhyming words read aloud. ● With support, students will identify the number of words in a spoken message. | <ul style="list-style-type: none"> ● Students will select a picture of a named word rime from a narrowed field or errorless choice(s). ● Students will identify a word that has the same beginning, middle or end sound as a named word by selecting a picture from a narrowed field or errorless choice(s). ● Students will participate in a supported tap or clap activity to indicate sounds or syllables in a word. ● Students will select a picture of a word that rhymes with a named word from a narrowed field or errorless choice(s). ● Students will identify the number of words in a spoken message by selecting from a narrowed field or errorless choice(s). |



| Standards for Foundational Skills: Phonics and Word Recognition | | Grades K–2 | |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | | |
| Kindergarten | | | |
| <p>K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; (iv) identifying and reading at least 25 high-frequency words from a research-based list. | | <p><i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i></p> | |
| 1st Grade | | | |
| <p>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; (vi) identifying and reading at least 100 high-frequency words from a research-based list. | | | |
| 2nd Grade | | | |
| <p>2.1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; (vii) identifying and reading high-frequency words from a research-based list. | | | |



| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> Identify the sound for a single consonant. Identify the sounds for long and short vowels and vowel teams. Identify the sound for common consonant digraphs. Use letter-sound matches to decode words. Apply word patterns (e.g., silent e = long vowel) to read new words. Read words with common prefixes/suffixes. Read high-frequency sight words. | Unique | Unique |
| | High-Frequency Word Wall (Lesson 5) High-Frequency Spelling Lists (Lessons 6 and 7) Word Rime Spelling Lists (Lessons 9 and 10) Letters and Sounds (Lesson 11) Vocabulary (Lesson 12) | ULS Instructional Guides: Word Study Standards Connection |
| | | News2you |
| | | Words Page Standards Connection Worksheets: Beginning Sound Worksheets: Word Beginnings Worksheets: Word Sort: Beginning Sound |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will produce or select the sound for a single letter. Students will produce or select the long or short sound for vowels and vowel teams. Students will produce or select the sound for a common consonant digraph. Students will independently read and write words by applying letter-sound correspondences. Students will read new words by applying initial, final and vowel sound knowledge. Students will read new words by applying knowledge of common prefixes or suffixes. Students will independently read high-frequency words. | <ul style="list-style-type: none"> Students will match a sound to its corresponding letter. Students will match a sound to its corresponding vowel or vowel team. Students will match a sound to its corresponding consonant digraph. Students will select or point to named words when given choices, using cues from letter-sound correspondences. Students will point to or select the text or picture of a word read aloud by applying initial, final or vowel sound knowledge. Students will read words containing a prefix or suffix with support. Students will select or point to a named high-frequency word from a set of choices. | <ul style="list-style-type: none"> Students will select a letter corresponding to its sound from a narrowed field or errorless choice(s). Students will select the vowel or vowel team corresponding to its sound from a narrowed field or errorless choice(s). Students will select a consonant digraph corresponding to its sound from a narrowed field or errorless choice(s). Students will attend to activities that apply letter-sound correspondences to read words. Students will apply initial or final sound knowledge by selecting the text or picture of a word read aloud from a narrowed field or errorless choice(s). Students will select the picture representation of a word containing a prefix or suffix read aloud from a narrowed field or errorless choice(s). Students will select a named high-frequency word from a narrowed field or errorless choice(s). |



| Standards for Foundational Skills: Fluency | | Grades K–2 | | |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | | | |
| Kindergarten | | | | |
| <p>K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts with adult assistance; (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; (C) make and confirm predictions using text features and structures with adult assistance; (D) create mental images to deepen understanding with adult assistance; (E) make connections to personal experiences, ideas in other texts, and society with adult assistance; (F) make inferences and use evidence to support understanding with adult assistance; (G) evaluate details to determine what is most important with adult assistance; (H) synthesize information to create new understanding with adult assistance; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance. | <p><i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i></p> | | | |
| 1st Grade | | | | |
| <p>1.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> | | | | |
| <p>1.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts with adult assistance; (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; (D) create mental images to deepen understanding with adult assistance; (E) make connections to personal experiences, ideas in other texts, and society with adult assistance; (F) make inferences and use evidence to support understanding with adult assistance; (G) evaluate details to determine what is most important with adult assistance; (H) synthesize information to create new understanding with adult assistance; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. | | | | |



| 2nd Grade | | |
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| 2.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | | |
| 2.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | | |
| <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. | | |
| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Read appropriately leveled text with purpose and understanding. ● Read text with accuracy, appropriate rate and expression. | Unique Leveled Book (Lesson 1) Easy Read Book (Lesson 3) | Unique ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library |
| | News2you News2you Newspaper World News Holiday News | News2you Joey's Locker: Story Book |
| | n2y Differentiated Tasks | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will independently read texts that are selected at the appropriate reading level. ● Students will demonstrate fluency by reading with precision, appropriate speed and expression. | <ul style="list-style-type: none"> ● Students will read leveled text with support (e.g., omitted words, picture supports). | <ul style="list-style-type: none"> ● Students will participate in reading an appropriately leveled text. |



| Standards for Writing: Text Types and Purposes | Grades K–2 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements |
| Kindergarten | |
| <p>K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan by generating ideas for writing through class discussions and drawings; (B) develop drafts in oral, pictorial, or written form by organizing ideas. | |
| <p>K.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) dictate or compose literary texts, including personal narratives; (B) dictate or compose informational texts. | |
| 1st Grade | |
| <p>1.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by: <ul style="list-style-type: none"> (i) organizing with structure; (ii) developing an idea with specific and relevant details. | |
| <p>1.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) dictate or compose literary texts, including personal narratives and poetry; (B) dictate or compose informational texts, including procedural texts; (C) dictate or compose correspondence such as thank you notes or letters. | <p><i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i></p> |
| 2nd Grade | |
| <p>2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a first draft by generating ideas for writing such as drawing and brainstorming; (B) develop drafts into a focused piece of writing by: <ul style="list-style-type: none"> (i) organizing with structure; (ii) developing an idea with specific and relevant details. | |
| <p>2.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts, including personal narratives and poetry; (B) compose informational texts, including procedural texts and reports; (C) compose correspondence such as thank you notes or letters. | |



| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Generate a written text that states an opinion on a topic, including reasons. ● Generate an informational text about a topic, including details. ● Generate a narrative text, including a sequence of events. | Unique | Unique |
| | Patterned Book (Lesson 14) Literary Experience (Lessons 15 and 16) Writing Time (Lesson 17) Journal Writing (Lesson 30) Core Task 1.5: Home Report Core Tasks 4.0-4.4: Circle Time Reports (Attendance, Calendar, Weather, Lunch Menu, Current Events) | Standards Connection |
| | News2you | News2you |
| | Think Page | Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● With guidance, students will create text sentences that state an opinion and offer a reason (e.g., I like ____ because ____). ● With guidance, students will create text sentences that provide informational details (e.g., Today's weather is ____ . It feels ____). ● With guidance, students will create sentences to tell a story that includes a sequence of events. | <ul style="list-style-type: none"> ● Students will select pictures with text to complete a sentence that states an opinion and offers a reason (e.g., I like ____ because ____). ● Students will select pictures with text to complete a sentence that provides information (e.g., Today's weather is ____). ● Students will select pictures with text to complete sentences that relate a sequence of events. | <ul style="list-style-type: none"> ● Given a narrowed field or errorless choice(s) of pictures, students will make a selection of pictures to complete a sentence that states an opinion (e.g., I like ____). ● Given a narrowed field or errorless choice(s) of pictures, students will make a selection to complete an informational sentence (e.g., ____ is a vegetable). ● Given a narrowed field or errorless choice(s) of pictures, students will make a selection to tell a simple story sequence. |



| Standards for Writing: Production and Distribution of Writing | | Grades K–2 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| Kindergarten | | The STAAR Alternate 2 Essence Statements begin in grade 3. |
| K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (C) revise drafts by adding details in pictures or words. | | |
| 1st Grade | | |
| 1.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (C) revise drafts by adding details in pictures or words. | | |
| 2nd Grade | | |
| 2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences. | | |
| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> With guidance and support, revise writing to add details that strengthen writing. With guidance and support, use digital tools to produce writing. | Unique | Unique |
| | Patterned Book (Lesson 14) Literary Experience (Lessons 15 and 16) Writing Time (Lesson 17) Journal Writing (Lesson 30) Core Task 1.5: Home Report | Standards Connection |
| | News2you | News2you |
| | Think Page | Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> With support, students will create and add details and descriptions to strengthen written sentences. With support, students will select and use digital tools to generate sentences. | <ul style="list-style-type: none"> With support, students will add pictures and text to extend a written sentence idea. With support, students will use digital tools to generate a sentence. | <ul style="list-style-type: none"> Given a narrowed field or errorless choice(s) of pictures, students will select a picture to extend a sentence idea. With support and adaptive tools, students will use digital tools to complete a sentence. |



| Standards for Writing: Research to Build Knowledge | | Grades K–2 | | |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | | | |
| Kindergarten | | | | |
| K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (E) share writing. | <p><i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i></p> | | | |
| K.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) gather information from a variety of sources with adult assistance; (D) demonstrate understanding of information gathered with adult assistance; (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | | | |
| 1st Grade | | | | |
| 1.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (E) publish and share writing. | | | | |
| 1.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult assistance; (D) demonstrate understanding of information gathered with adult assistance; (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | | | |
| 2nd Grade | | | | |
| 2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (E) publish and share writing. | | | | |
| 2.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions; (D) identify primary and secondary sources; (E) demonstrate understanding of information gathered; (F) cite sources appropriately; (G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | | | |



| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Participate in shared research and writing projects. Recall information from experiences or shared information gathering. | Unique | Unique |
| | <i>Information gathering is built into various writing and related content activities.</i> Core Tasks 4.0-4.2: Circle Time Reports (Attendance, Calendar, Weather) | Standards Connection |
| | News2you | News2you |
| | Think Page | Worksheets: Key Topic Facts Worksheets: Letter Home Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will recall details from shared research to contribute to shared writing. | <ul style="list-style-type: none"> Students will share information, using picture support in a shared research and writing task. | <ul style="list-style-type: none"> Students will contribute to a shared research and writing task by selecting a picture from a narrowed field or errorless choice(s). |



| Standards for Speaking and Listening: Comprehension and Collaboration | | Grades K–2 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| Kindergarten | | <i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i> |
| K.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: <ul style="list-style-type: none"> (A) listen actively and ask questions to understand information and answer questions using multi-word responses; (B) restate and follow oral directions that involve a short, related sequence of actions; (C) share information and ideas by speaking audibly and clearly using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants. | | |
| 1st Grade | | |
| 1.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: <ul style="list-style-type: none"> (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; (B) follow, restate, and give oral instructions that involve a short, related sequence of actions; (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings. | | |
| 2nd Grade | | |
| 2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: <ul style="list-style-type: none"> (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; (B) follow, restate, and give oral instructions that involve a short, related sequence of actions; (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; (E) develop social communication such as distinguishing between asking and telling. | | |
| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Participate in group discussions, including ability to: <ul style="list-style-type: none"> ● follow agreed-upon rules (listening to others, turn-taking, etc.), ● continue through multiple exchanges, ● ask questions about the topic. ● Ask and answer questions about text read aloud or information presented orally. | Unique <i>Target skills are applicable in all unit lessons.</i> Read and Comprehend (Lessons 2 and 4) Literary Experience (Lessons 15 and 16) Core Task 4.4: Circle Time Reports (Current Events) | Unique ULS Instructional Guides: Active Participation Guidelines and Scripts |



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| | News2you Current Events News Page Recipe Page Joke Page Review Page Sudoku Sports Page | News2you People and Places in the News Standards Connection Communication Board Extra Materials: Glad to Meet You Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will share information and ask and answer questions during a conversational exchange. Students will ask and answer questions during content-specific topics and tasks. | <ul style="list-style-type: none"> Students will share information by using picture supports during conversational exchanges. Students will answer questions by using picture supports during content-specific topics and tasks. | <ul style="list-style-type: none"> Students will participate in conversational exchanges, using communication technology and picture supports. Students will respond to questions related to content topics and tasks by using picture supports and communication technologies. |



| Standards for Speaking and Listening: Presentation of Knowledge and Ideas | | Grades K–2 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| Kindergarten | | <i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i> |
| K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources; (B) provide an oral, pictorial, or written response to a text; (E) interact with sources in meaningful ways such as illustrating or writing. | | |
| 1st Grade | | |
| 1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources; (B) write brief comments on literary or informational texts; (E) interact with sources in meaningful ways such as illustrating or writing. | | |
| 2nd Grade | | |
| 2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources; (B) write brief comments on literary or informational texts that demonstrate an understanding of the text; (E) interact with sources in meaningful ways such as illustrating or writing. | | |
| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Tell a story about a personal experience, including details of people, places and events. ● Add visuals or audios to enhance a story or an experience. ● Communicate in sentences or multi-word expressions relevant to a task or topic. | Unique <i>Target skills are applicable in all unit lessons.</i> Read and Comprehend (Lessons 2 and 4) Patterned Book (Lesson 14) Literary Experience (Lessons 15 and 16) Core Task 1.5: Home Report Core Task 4.0-4.4: Circle Time Reports (Attendance, Calendar, Weather, Lunch Menu, Current Events) | Unique ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | News2you People and Places in the News Joke Page Puzzle Page Sudoku Think Page Sports Page | News2you Current Events News Page Standards Connection Communication Board Group Interaction: Class News |



| n2y Differentiated Tasks | | |
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| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will communicate a personal experience, including descriptions of people, places and events. ● Students will select and use visual and audio components to enhance a presentation. ● Students will communicate in sentences. | <ul style="list-style-type: none"> ● Students will communicate a personal experience, using picture supports. ● With support, students will add visual and audio components to a presentation. ● Students will communicate messages in multi-word responses. | <ul style="list-style-type: none"> ● Students will communicate a personal experience, using communication technology and picture supports. ● Students will participate in creating visual and audio components to support a presentation. ● Students will communicate, using supported modes of expression. |



| Standards for Language: Conventions of Standard English | | Grades K–2 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| Kindergarten | | |
| <p>K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <ul style="list-style-type: none"> (C) demonstrate and apply spelling knowledge by: <ul style="list-style-type: none"> (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list; (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. | | <p><i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i></p> |
| <p>K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (D) edit drafts with adult assistance using standard English conventions, including: <ul style="list-style-type: none"> (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. | | |
| 1st Grade | | |
| <p>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <ul style="list-style-type: none"> (C) demonstrate and apply spelling knowledge by: <ul style="list-style-type: none"> (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list; (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. | | |

1.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
- (i) complete sentences with subject-verb agreement;
 - (ii) past and present verb tense;
 - (iii) singular, plural, common, and proper nouns;
 - (iv) adjectives, including articles;
 - (v) adverbs that convey time;
 - (vi) prepositions;
 - (vii) pronouns, including subjective, objective, and possessive cases;
 - (viii) capitalization for the beginning of sentences and the pronoun "I";
 - (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences;
 - (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

2nd Grade

2.1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (C) demonstrate and apply spelling knowledge by:
- (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables;
 - (ii) spelling words with silent letters such as knife and gnat;
 - (iii) spelling compound words, contractions, and common abbreviations;
 - (iv) spelling multisyllabic words with multiple sound-spelling patterns;
 - (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word;
 - (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

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| <p>2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. | | |
| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Demonstrate conventions of standard English when speaking or writing, including: <ul style="list-style-type: none"> ● capital and lowercase letters, ● common nouns, verbs, pronouns, adjectives, question words, conjunctions and prepositions. ● Identify and use beginning capitalization and capitalization of names. ● Identify and use end punctuation. ● Correctly spell words with common spelling patterns. | Unique | Unique |
| | High-Frequency Spelling Lists (Lessons 6 and 7) Word Rime Spelling Lists (Lessons 9 and 10) Sentence Structures and Scrambles (Lesson 13) Patterned Book (Lesson 14) Literary Experience (Lessons 15 and 16) Writing Time (Lesson 17) Journal Writing (Lesson 30) Core Task 1.5: Home Report Core Task 1.3: Sign In Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events) | Standards Connection News2you Think Page Standards Connection Joey's Locker: Parts of Speech |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will demonstrate conventions of spoken and written language, including a variety of nouns, verbs and adjectives. ● Students will demonstrate conventions of written language, including beginning capitalization in sentences and names. ● Students will demonstrate conventions of written language, including end punctuation. ● Students will spell and write words with common spelling patterns. | <ul style="list-style-type: none"> ● Students will use language conventions to combine three or more words, including nouns, verbs and adjectives, when expressing a spoken or written idea. ● Students will locate beginning capital letters in a written sentence. ● Students will locate ending punctuation in a written sentence. ● Students will spell common words with letter-sound matches. | <ul style="list-style-type: none"> ● With picture support, students will combine two or more words during a shared writing or speaking activity. ● Students will identify capital letters in a word or sentence by selecting from a narrowed field or errorless choice(s). ● Students will identify ending punctuation in a sentence by selecting from a narrowed field or errorless choice(s). ● Students will identify correctly spelled words by selecting from a narrowed field or errorless choice(s). |



| Standards for Language: Knowledge of Language | | Grades K–2 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| <i>Knowledge of Language is not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading.</i> | | <i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i> |
| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Apply conventions of language to communicate (begins in grade 2). | Unique Read and Comprehend (Lessons 2 and 4) Sentence Structures and Scrambles (Lesson 13) Patterned Book (Lesson 14) Literary Experience (Lessons 15 and 16) Writing Time (Lesson 17) Journal Writing (Lesson 30) Core Task 1.5: Home Report | Unique Standards Connection |
| | News2you | News2you |
| | | Current Events News Page Standards Connection People and Places in the News Standards Connection Think Page Standards Connection Sports Page Standards Connection |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will use language structures to express spoken or written sentences. | <ul style="list-style-type: none"> Students will use language structures when speaking or writing. | <ul style="list-style-type: none"> Students will use language structures to express an idea. |



| Standards for Language: Vocabulary Acquisition and Use | | Grades K–2 | |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | | |
| Kindergarten | | | |
| <p>K.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <ul style="list-style-type: none"> (A) use a resource such as a picture dictionary or digital resource to find words; (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. | | <p><i>The STAAR Alternate 2 Essence Statements begin in grade 3.</i></p> | |
| <p>K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (F) respond using newly acquired vocabulary as appropriate. | | | |
| 1st Grade | | | |
| <p>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <ul style="list-style-type: none"> (E) alphabetize a series of words to the first or second letter and use a dictionary to find words. | | | |
| <p>1.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <ul style="list-style-type: none"> (A) use a resource such as a picture dictionary or digital resource to find words; (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; (C) identify the meaning of words with the affixes -s, -ed, and -ing; (D) identify and use words that name actions, directions, positions, sequences, categories, and locations. | | | |
| <p>1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (F) respond using newly acquired vocabulary as appropriate. | | | |
| 2nd Grade | | | |
| <p>2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <ul style="list-style-type: none"> (D) alphabetize a series of words and use a dictionary or glossary to find words. | | | |
| <p>2.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <ul style="list-style-type: none"> (A) use print or digital resources to determine meaning and pronunciation of unknown words; (B) use context within and beyond a sentence to determine the meaning of unfamiliar words; (C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. | | | |
| <p>2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (F) respond using newly acquired vocabulary as appropriate. | | | |



| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Use context clues and word clues (e.g., compound words, root words) to determine the meaning of unknown or multiple-meaning words within text. ● Use reference materials to determine the meaning of unknown or multiple-meaning words within text. ● Sort words into categories based on attributes. ● Select common prefixes and root words and use them to define words. ● Select common suffixes and root words and use them to define words. ● Identify synonyms for words. ● Identify antonyms for words. ● When communicating, correctly use words for their specific purpose and part of speech. ● When speaking, use words and phrases acquired through reading and conversation. | Unique | Unique |
| | Vocabulary (Lesson 12) Vocabulary Sort (Lesson 18) Journal Writing (Lesson 30) | ULS Instructional Guides: Vocabulary Standards Connection |
| | News2you | News2you |
| | Words Page | Game Page Standards Connection Worksheets: Sense Matrix Core Worksheets: Word Sort Core Worksheets: Webbing |
| n2y Differentiated Tasks | | |
| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will describe the meaning of a word based on how it is used in a text passage. ● Students will use beginning dictionaries or glossaries to find word meaning. ● Students will sort similar words into appropriate categories. ● Students will identify prefixes and define words containing prefixes using the root word as a clue to its meaning. ● Students will identify suffixes and define words containing suffixes using the root word as a clue to its meaning. ● Students will name a synonym when provided with a word. ● Students will name an antonym when provided with a word. ● Students will correctly use adjectives, conjunctions, adverbs, nouns or verbs when speaking or writing. ● Students will use key vocabulary in conversation. | <ul style="list-style-type: none"> ● Students will point to pictures or words to match a description within a text passage. ● Students will point to pictures or words in a beginning dictionary or glossary to match a word to its definition. ● Students will sort pictures into appropriate categories. ● Students will match a word with a prefix to its definition. ● Students will match a word with a suffix to its definition. ● Students will point to or select the synonym of a word when given a choice. ● Students will point to or select the antonym of a word when given a choice. ● Students will use the correct part of speech when given a choice. ● Students will point to pictures of key vocabulary from a unit topic as part of a discussion. | <ul style="list-style-type: none"> ● Students will identify a named picture related to the unit topic from a narrowed field or errorless choice(s). ● Students will choose a word or picture in a beginning dictionary or glossary. ● Students will select a word or picture for a given category from a narrowed field or errorless choice(s). ● Students will identify a word with a given prefix by making a selection from a narrowed field or errorless choice(s). ● Students will identify a word with a given suffix by making a selection from a narrowed field or errorless choice(s). ● Students will select a synonym of a word from a narrowed field or errorless choice(s). ● Students will select the antonym of a word from a narrowed field or errorless choice(s). ● Students will make a selection of correct word usage from a narrowed field or errorless choice(s). ● Students will make a selection to indicate a picture of key vocabulary within a unit topic. |



| Standards for Reading Literature: Key Ideas and Details | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 3rd Grade | 3rd Grade | |
| <p>3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) infer the theme of a work, distinguishing theme from topic; (B) explain the relationships among the major and minor characters; (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; (D) explain the influence of the setting on the plot. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| 4th Grade | 4th Grade | |
| <p>4.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) infer basic themes supported by text evidence; (B) explain the interactions of the characters and the changes they undergo; (C) analyze plot elements, including the rising action, climax, falling action, and resolution; (D) explain the influence of the setting, including historical and cultural settings, on the plot. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| 5th Grade | 5th Grade | |
| <p>5.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) infer multiple themes within a text using text evidence; (B) analyze the relationships of and conflicts among the characters; (C) analyze plot elements, including rising action, climax, falling action, and resolution; (D) analyze the influence of the setting, including historical and cultural settings, on the plot. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |



| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Ask and answer explicit questions and locate details in literature to support an answer. ● Ask and answer inferential questions and locate details in literature to support an answer. ● Summarize a story to show understanding of the main theme and details. ● Distinguish a story's theme/lesson/main idea using key details. ● Describe characters (traits, motivations, feelings, etc.), settings and events in a story. | <p>Unique</p> <p>Leveled Book (Lesson 1) Read and Comprehend (Lesson 2 and Poetry Standards Connection) Easy Read Book (Lesson 3) Read and Comprehend (Lesson 4) Literary Experience (Lesson 13)</p> | <p>Unique</p> <p>ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection</p> |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will independently read explicit questions about a story, play or poem and write, speak or select an answer that uses textual evidence. ● Students will independently read inferential questions about a story, book, or poem and write, speak or select an answer that uses textual evidence. ● Students will retell a story, including the main idea and key details. ● Students will identify a story's main idea and supporting details. ● Students will describe characters, settings and events in a story. | <ul style="list-style-type: none"> ● Students will point to or select a picture in response to a who, what or where explicit question about a story, play or poem. ● Students will point to or select a picture in response to an inferential question about a story, book or poem. ● Students will use picture supports to retell key details from a story. ● Students will point to or select the story's main idea when given the key details from the story. ● Students will use picture supports to identify characters, settings and events from a story. | <ul style="list-style-type: none"> ● Students will respond to an explicit question about a story, play or poem by choosing a single option or errorless picture. ● Students will respond to an inferential question by making a selection from a narrowed field or errorless choice(s). ● Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). ● Students will select the story's main idea when provided with a single option and details. ● Students will select a picture to identify a character, setting or an event from a story (single option or errorless choice). |



| Standards for Reading Literature: Craft and Structure | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 3rd Grade | | |
| <p>3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; (C) discuss elements of drama such as characters, dialogue, setting, and acts. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| <p>3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; (E) identify the use of literary devices, including first- or third-person point of view; (F) discuss how the author's use of language contributes to voice; (G) identify and explain the use of hyperbole. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Elements</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| 4th Grade | | |
| <p>4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images; (C) explain structure in drama such as character tags, acts, scenes, and stage directions. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |

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| <p>4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; (E) identify and understand the use of literary devices, including first- or third-person point of view; (F) discuss how the author's use of language contributes to voice; (G) identify and explain the use of anecdotes. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Elements Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| <p>5th Grade</p> | <p>5th Grade</p> | |
| <p>5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms; (C) explain structure in drama such as character tags, acts, scenes, and stage directions. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| <p>5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; (E) identify and understand the use of literary devices, including first- or third-person point of view; (F) examine how the author's use of language contributes to voice; (G) explain the purpose of hyperbole, stereotyping, and anecdote. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Elements Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| <p>n2y Instructional Targets</p> | <p>n2y Intermediate Grade Band Lessons and Activities</p> | <p>n2y Supporting Activities</p> |
| <ul style="list-style-type: none"> ● Use context clues and illustrations to determine meanings of words or figurative language (simile, metaphor, onomatopoeia, etc.) in literature. ● Describe the beginning, middle and end of a story to show its structure. ● Identify the point of view of a story (first person: character tells; third person: writer tells). | <p>Unique Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book (Lesson 3) Read and Comprehend (Lesson 4) Vocabulary (Lesson 11) Literary Experience (Lesson 13)</p> | <p>Unique ULS Instructional Guides: Vocabulary n2y Library Standards Connection</p> |



| n2y Differentiated Tasks | | |
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| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will determine the literal or figurative meaning of a word as it is used in a text. ● Students will use signal words (e.g., first, next, then) to describe the beginning, middle and end of a story. ● Students will identify the point of view of a story by determining who is telling the story (writer or character). | <ul style="list-style-type: none"> ● Students will point to pictures or words to match words with meanings from text. ● Students will describe the beginning, middle or end of a story with support. ● Students will identify a narrator or character who is telling the story. | <ul style="list-style-type: none"> ● Students will identify a named picture related to the unit topic from a narrowed field or errorless choice(s). ● Students will identify the beginning, middle or end of a story from a narrowed field or errorless choice(s). ● Students will identify a picture of a narrator or character from a story from a narrowed field or errorless choice(s). |



| Standards for Reading Literature: Integration of Knowledge and Ideas | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| <p><i>Integration of Knowledge and Ideas is not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading.</i></p> | | <p><i>Integration of Knowledge and Ideas is not addressed in the STAAR Alternate 2 Essence Statements, however, ULS provides these instructional targets for practice.</i></p> |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Use illustrations and multimedia to describe the meaning of a literary text. Connect and compare two literary texts (e.g., details, similarities, theme). | <p>Unique</p> <ul style="list-style-type: none"> Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book (Lesson 3) Read and Comprehend (Lesson 4) Literary Experience (Lesson 13) | <p>Unique</p> <ul style="list-style-type: none"> ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will describe characters and events based on illustrations and other visuals from a story. Students will describe similarities and differences between characters or events of a story from two different books. | <ul style="list-style-type: none"> Students will point to pictures within a story to identify named characters and events. Students will select similarities or differences between two characters of a story or stories. | <ul style="list-style-type: none"> When presented with an illustration from a story, students will select a character or an event. Students will select two similar characters from a story or stories from a narrowed field or errorless choice(s). |



| Standards for Reading Literature and Informational Text: Range and Level of Text Complexity | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 3rd Grade | | <i>Range and Level of Text Complexity is not addressed in the STAAR Alternate 2 Essence Statements, however, ULS provides these instructional targets for practice.</i> |
| 3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| 4th Grade | | |
| 4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| 5th Grade | | |
| 5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| Reading Literature <ul style="list-style-type: none"> Experience grade level and age-appropriate literature materials, including stories, poems, plays, and fiction works that are adapted to student reading level. Reading Informational Text <ul style="list-style-type: none"> Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. | Unique Reading Literature Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book (Lesson 3) Literary Experience (Lesson 13) Reading Informational Text Leveled Book (Lesson 1) Easy Read Book (Lesson 3) Articles (Lesson 5 and 6) Core Task 4.0: Circle Time Reports | Unique Reading Literature ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection Reading Informational Text ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection |
| | News2you | News2you |
| | Reading Informational Text Current Events News Page Recipe Page Sports Page | Reading Literature Joey's Locker Story Book Reading Informational Text Worksheets: Recipe Ingredient Needs Extra Materials: Pledge of Allegiance Extra Materials: Star Spangled Banner Extra Materials: Holiday Songs |



| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <p>Reading Literature</p> <ul style="list-style-type: none"> Students will independently read literature: stories, poems, plays and fiction works that have been adapted to student reading level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will independently read subject area and technical texts that have been adapted to student reading level. | <p>Reading Literature</p> <ul style="list-style-type: none"> Students will read supported and shared literature: stories, poems, plays and fiction works that have been adapted to student reading level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will read supported subject area and technical texts that have been adapted to student reading level. | <p>Reading Literature</p> <ul style="list-style-type: none"> Students will actively participate in supported reading of literature: stories, poems, plays and fiction works that have been adapted to student ability level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will actively participate in supported reading of subject area and technical texts that have been adapted to student ability level. |



| Standards for Reading Informational Text: Key Ideas and Details | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 3rd Grade | 3rd Grade | |
| <p>3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea with supporting evidence;</p> | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| 4th Grade | 4th Grade | |
| <p>4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea with supporting evidence.</p> | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| 5th Grade | 5th Grade | |
| <p>5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea with supporting evidence.</p> | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |



| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Ask and answer explicit questions using supporting details to show understanding of informational text. ● Ask and answer inferential questions using supporting details to show understanding of informational text. ● Summarize an informational text. ● Determine the main idea and key details of an informational text. ● Describe a sequence of events or steps of a procedure based on historical or scientific text. | Unique | Unique |
| | Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book (Lesson 3) Read and Comprehend (Lesson 4) Articles (Lessons 5 and 6) Measure It! (Lesson 21) History Timeline (Lesson 29) Core Task 1.1: Daily Schedule | ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection |
| | News2you | News2you |
| | Current Events News Page Recipe Page Review Page Think Page Sports Page | Current Events News Page Standards Connection People and Places in the News Standards Connection Recipe Page Standards Connection Joke Page Standards Connection Review Page Standards Connection Sports Page Standards Connection PowerPoint® World News Holidays Worksheets: Map Skills Joey's Locker: Cartoon Joey's Locker: Quiz Show |



| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will independently read explicit questions about a text and write, speak or select an answer. ● Students will independently read inferential questions about a text and write, speak, or select an answer that uses textual evidence. ● Students will retell a text, including the main idea and key details. ● Students will determine the main idea and key details of a text. ● Students will describe a sequence of events from a text or the steps of a procedure. | <ul style="list-style-type: none"> ● Students will point to or select a picture in response to an explicit question about a text. ● Students will point to or select a picture in response to an inferential question about a text. ● Students will use picture supports to retell key details from a text. ● Students will point to or select the text's main idea when given the key details. ● Students will use picture supports to identify a sequence of events from a text or the steps of a procedure. | <ul style="list-style-type: none"> ● Students will respond to an explicit question by selecting from a narrowed field or errorless choice(s). ● Students will respond to an inferential question by choosing from a narrowed field or errorless choice(s). ● Students will retell key details from a text through an active participation response (e.g., voice output device, eye gaze choice board). ● Students will select the main idea of a text from a narrowed field or errorless choice(s). ● Students will identify an event from a text or a step from a procedure by making a selection from a narrowed field or errorless choice(s). |

| Standards for Reading Informational Text: Craft and Structure | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 3rd Grade | | |
| <p>3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (D) recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; (iii) organizational patterns such as cause and effect and problem and solution. (E) recognize characteristics and structures of argumentative text by: <ul style="list-style-type: none"> (ii) identifying the claim; (iii) distinguishing facts from opinion; (iv) identifying the intended audience or reader; (F) recognize characteristics of multimodal and digital texts. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| <p>3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the author's purpose and message within a text; (B) explain how the use of text structure contributes to the author's purpose; (C) explain the author's use of print and graphic features to achieve specific purposes. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Elements</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| 4th Grade | | |
| <p>4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (D) recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> (ii) features such as pronunciation guides and diagrams to support understanding; (iii) organizational patterns such as compare and contrast. (E) recognize characteristics and structures of argumentative text by: <ul style="list-style-type: none"> (ii) identifying the claim; (iii) explaining how the author has used facts for an argument; (iv) identifying the intended audience or reader; (F) recognize characteristics of multimodal and digital texts. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |



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| <p>4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the author's purpose and message within a text; (B) explain how the use of text structure contributes to the author's purpose; (C) analyze the author's use of print and graphic features to achieve specific purposes. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Elements</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| <p>5th Grade</p> | <p>5th Grade</p> | |
| <p>5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (D) recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> (ii) features such as insets, timelines, and sidebars to support understanding; (iii) organizational patterns such as logical order and order of importance. (E) recognize characteristics and structures of argumentative text by: <ul style="list-style-type: none"> (ii) identifying the claim; (iii) explaining how the author has used facts for or against an argument; (iv) identifying the intended audience or reader; (F) recognize characteristics of multimodal and digital texts. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| <p>5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the author's purpose and message within a text; (B) analyze how the use of text structure contributes to the author's purpose; (C) analyze the author's use of print and graphic features to achieve specific purposes. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Elements</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| <p>n2y Instructional Targets</p> | <p>n2y Intermediate Grade Band Lessons and Activities</p> | <p>n2y Supporting Activities</p> |
| <ul style="list-style-type: none"> ● Use context clues and illustrations to determine meaning of subject-related words in informational text. ● Use text features (charts, bolded words, glossaries, etc.) and illustrations to locate information in a text. ● Identify characteristics of nonfiction texts and the type of informational text being presented (fact-based article, schedule, recipe, etc.) based on its structure. ● Identify author's point of view and compare it to own or other nonfiction sources. ● Identify reasons and/or evidence that support the author's point of view. | <p>Unique</p> <p>Leveled Book (Lesson 1) Easy Read Book (Lesson 3) Articles (Lessons 5 and 6) Vocabulary (Lesson 11) Information Please (Lesson 25) Core Task 4.0: Circle Time Reports</p> | <p>Unique</p> <p>ULS Instructional Guides: Vocabulary n2y Library Standards Connection</p> |



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| | News2you People and Places in the News Joke Page Game Page Review Page Puzzle Page Sudoku Think Page Words Page | News2you News Page Standards Connection Worksheets: Color & Label Worksheets: Vocabulary Words & Definitions Worksheets: Word Definitions Worksheets: Read & Do Worksheets: Look, Think & Read Worksheets: Cooking Vocabulary Words Joey's Locker: Match the Definition Joey's Locker: Hangman |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will determine the meaning of a unit topic word as it is used in a text. Students will use text features to locate specific information in a text. Students will identify the type of informational text presented and identify the structures that support their reasoning. Students will identify the author's point of view and whether they agree or disagree. Students will identify supporting reasons and/or evidence for an author's point of view. | <ul style="list-style-type: none"> Students will point to pictures or words to match words with their meanings from unit topic text. Students will use picture supports to locate specific information in a text. Students will identify the type of informational text being presented when given choices. Students will select the author's point of view when provided with options. Students will select supporting reasons and/or evidence for an author's point of view. | <ul style="list-style-type: none"> Students will identify a named picture related to the unit topic from a narrowed field or errorless choice(s). Students will identify a picture of information from a text by making a selection from a narrowed field or errorless choice(s). Students will identify the type of informational text being presented from a narrowed field or errorless choice(s). Students will select the author's point of view from a narrowed field or errorless choice(s). Students will select a reason and/or evidence from an author's point of view from a narrowed field or errorless choice(s). |



| Standards for Reading Informational Text: Integration of Knowledge and Ideas | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| <p><i>Integration of Knowledge and Ideas is not explicitly addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading.</i></p> | | <p><i>Integration of Knowledge and Ideas is not explicitly addressed in the STAAR Alternate 2 Essence Statements, however, ULS provides these instructional targets for practice.</i></p> |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Use information gained from illustrations to support the overall meaning of an informational text. Combine or compare content from two informational texts on the same topic. Identify author's purpose. | <p>Unique</p> <p>Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Easy Read Book (Lesson 3) Read and Comprehend (Lesson 4) Core Task 4.0: Circle Time Reports</p> | <p>Unique</p> <p>ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection</p> |
| | <p>News2you</p> <p>People and Places in the News Game Page Sudoku Think Page Sports Page Words Page</p> | <p>News2you</p> <p>World News Holidays PowerPoint®</p> |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will describe people, places, events and things based on illustrations and other visuals from a text. Students will describe similarities and differences between key points from two different texts. Students will identify the author's purpose (persuade, inform, entertain) and evidence to support their choice. | <ul style="list-style-type: none"> Students will point to pictures to identify named people, places, events and ideas. Students will select similarities or differences of key points within a text. Students will select the author's purpose (persuade, inform, entertain). | <ul style="list-style-type: none"> When presented with an illustration from a text, students will select a person, place, event or idea. Students will select a key point from a text from a narrowed field or errorless choice(s). Students will select the author's purpose (persuade, inform, entertain) from a narrowed field or errorless choice(s). |



Standards for Foundational Skills: Phonics and Word Recognition **Grades 3–5**

Texas Essential Knowledge and Skills (TEKS) **STAAR Alternate 2 Essence Statements**

3rd Grade

3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

- (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
- (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (iii) decoding compound words, contractions, and abbreviations;
- (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
- (v) decoding words using knowledge of prefixes;
- (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;
- (vii) identifying and reading high-frequency words from a research-based list.

4th Grade

4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

- (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
- (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (iii) decoding words using advanced knowledge of syllable division patterns such as VV;
- (iv) decoding words using knowledge of prefixes;
- (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;
- (vi) identifying and reading high-frequency words from a research-based list.

5th Grade

5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

- (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;
- (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (iii) decoding words using advanced knowledge of syllable division patterns;
- (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words;
- (v) identifying and reading high-frequency words from a research-based list.

Phonics and Word Recognition is not addressed in the STAAR Alternate 2 Essence Statements, however, ULS provides these instructional targets for practice.



| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Read common sight words (e.g., high-frequency items from Dolch/Fry list and commonly occurring words in the environment). ● Use letter-sound knowledge and patterns to decode words (e.g., vowel digraphs, blends, spelling patterns, word families, etc.). ● Decode and determine word meaning using prefixes. ● Decode and determine word meaning using suffixes. ● Apply basic phonics skills by isolating sounds and/or separating into syllables. | Unique | Unique |
| | High-Frequency Word Wall (Lesson 7) High-Frequency Spelling Lists (Lessons 8, 9a and 9b) Letters and Sounds (Lesson 10) Vocabulary (Lesson 11) | ULS Instructional Guides: Word Study Standards Connection |
| | | News2you |
| | | Puzzle Page Standards Connection Words Page Standards Connection Worksheets: Counting Syllables Worksheets: Beginning Sound Worksheets: Word Beginnings Worksheets: Word Sort Beginning Sounds Worksheets: Find the Sound |
| n2y Differentiated Tasks | | |
| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will independently read high-frequency words. ● Students will independently read and write words by applying letter-sound correspondences and knowledge of word patterns. ● Students will independently read a word with a common prefix and determine its meaning. ● Students will independently read a word with a common suffix and determine its meaning. ● Students will read new words by isolating sounds or breaking words into syllables. | <ul style="list-style-type: none"> ● Students will select or point to a named high-frequency word from a set of choices. ● Students will select or point to a named word when given choices, using cues from letter-sound correspondences and knowledge of word patterns. ● Students will match a word with a prefix to its meaning by pointing to or selecting text/pictures that show meaning. ● Students will match a word with a suffix to its meaning by pointing to or selecting text/pictures that show meaning. ● Students will point to or select a picture/word presented with isolated sounds or words broken into syllables. | <ul style="list-style-type: none"> ● Students will select a named high-frequency word from a narrowed field or errorless choice(s). ● Students will attend to activities that apply letter-sound correspondences or word patterns to read words. ● Students will match a word with a prefix to its meaning by selecting from a narrowed field or errorless choice(s). ● Students will match a word with a suffix to its meaning by selecting from a narrowed field or errorless choice(s). ● Students will attend to activities that apply letter-sound correspondence or syllabication to the reading of words. |



| Standards for Foundational Skills: Fluency | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 3rd Grade | | |
| 3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | 3rd Grade STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. | |
| 3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | STAAR Strand 2: Comprehension Skills Knowledge and Skills Statement Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. | |
| 4th Grade | | |
| 4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | 4th Grade STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. | |
| 4.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | STAAR Strand 2: Comprehension Skills Knowledge and Skills Statement Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. | |



| 5th Grade | | 5th Grade |
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| <p>5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> | | <p>STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> |
| <p>5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | | <p>STAAR Strand 2: Comprehension Skills Knowledge and Skills Statement Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p> |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Read appropriately leveled text with purpose and understanding. ● Read text with accuracy, appropriate rate and expression. | Unique | Unique |
| | Leveled Book (Lesson 1) Easy Read Book (Lesson 3) Articles (Lessons 5 and 6) | ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library |
| | News2you | News2you |
| | News2you Paper World News Holiday News | PowerPoint® Joey's Locker: Story Book |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will independently read texts that are selected at the appropriate reading level. ● Students will demonstrate fluency by reading with precision, appropriate speed and expression. | <ul style="list-style-type: none"> ● Students will read leveled text with support (e.g., omitted words, picture supports). | <ul style="list-style-type: none"> ● Students will state a sentence from a text through an active participation response (e.g., voice output device, eye gaze choice board). |



| Standards for Writing: Text Types and Purposes | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 3rd Grade | | <p>STAAR Strand 6: Composition- Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> |
| <p>3.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft; (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; (D) compose correspondence such as thank you notes or letters. | | |
| 4th Grade | | |
| <p>4.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft; (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; (D) compose correspondence that requests information. | | |
| 5th Grade | | |
| <p>5.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; (D) compose correspondence that requests information. | | |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Generate simple written sentences that express an opinion and provide supporting details. ● Generate simple sentences to convey information, including factual sentences and a concluding statement. ● Generate simple narrative sentences on a personal experience, including a sequence of events. | <p>Unique</p> <p>Scrambled Sentences (Lesson 12) Literary Experience (Lesson 13) Writing Time (Lesson 15) Journal Writing (Lesson 30) Core Task 1.5: Home Report Core Task 4.0: Circle Time Reports</p> | <p>Unique</p> <p>Standards Connection</p> |



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| | <p>News2you Think Page</p> | <p>News2you Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News</p> |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> • Students will create multiple sentences with an opinion and supporting reasons (e.g., I like ____ because ____). • Students will create multiple sentences that give factual information (e.g., Today's weather is _____. It feels ____). • Students will create multiple sentences to tell a story containing a sequence of events. | <ul style="list-style-type: none"> • Students will select pictures with text to complete a sentence that gives an opinion and a reason for that opinion (e.g., I like ____ because ____). • Students will select pictures with text to create a sentence that gives factual information (e.g., Today's weather is ____). • Students will select pictures with text to create sentences that tell a story. | <ul style="list-style-type: none"> • Given a narrowed field or errorless choice(s) of pictures, students will make a selection of pictures to communicate an opinion (e.g., I like ____). • Given a narrowed field or errorless choice(s) of pictures, students will make a selection to communicate an informational sentence (e.g., ____ is a vegetable). • Given a narrowed field or errorless choice(s) of pictures, students will make a selection to tell a simple story sequence. |



Standards for Writing: Production and Distribution of Writing **Grades 3–5**

Texas Essential Knowledge and Skills (TEKS) **STAAR Alternate 2 Essence Statements**

3rd Grade **3rd Grade**

3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction and a conclusion;
 - (ii) developing an engaging idea with relevant details;
- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- (D) edit drafts using standard English conventions, including:
 - (i) complete simple and compound sentences with subject-verb agreement;
 - (ii) past, present, and future verb tense;
 - (iii) singular, plural, common, and proper nouns;
 - (iv) adjectives, including their comparative and superlative forms;
 - (v) adverbs that convey time and adverbs that convey manner;
 - (vi) prepositions and prepositional phrases;
 - (vii) pronouns, including subjective, objective, and possessive cases;
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
 - (ix) capitalization of official titles of people, holidays, and geographical names and places;
 - (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series;
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;
- (E) publish written work for appropriate audiences.

STAAR Strand 6: Composition- Writing Process and Genres Knowledge and Skills Statement
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

| 4th Grade | 4th Grade |
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| <p>4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; (B) develop drafts into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; (ii) developing an engaging idea with relevant details; (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; (D) edit drafts using standard English conventions, including: <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; (E) publish written work for appropriate audiences. | <p>STAAR Strand 6: Composition- Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> |
| 5th Grade | 5th Grade |
| <p>5.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; (B) develop drafts into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts and details; (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; (D) edit drafts using standard English conventions, including: <ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; | <p>STAAR Strand 6: Composition- Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> |



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| <ul style="list-style-type: none"> (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; <p>(E) publish written work for appropriate audiences.</p> | | |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> • With guidance and support, plan, edit and revise writing to increase clarity. • With guidance and support, use technology to compose sentences and paragraphs. | <p>Unique</p> <p>Scrambled Sentences (Lesson 12) Literary Experience (Lesson 13) Edit It (Lesson 14) Writing Time (Lesson 15) Journal Writing (Lesson 30) Core Task 1.5: Home Report</p> | <p>Unique</p> <p>Standards Connection</p> |
| | News2you | News2you |
| | <p>Think Page</p> | <p>Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News</p> |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> • With support, students will plan, edit and revise writing to strengthen written sentences. • With support, students will select and use digital tools to generate a paragraph. | <ul style="list-style-type: none"> • With support, students will use pictures and text to plan, edit and revise a written sentence idea. • With support, students will use digital tools to generate multiple sentences. | <ul style="list-style-type: none"> • Given a narrowed field or errorless choice(s) of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea. • With support and adaptive tools, students will use digital tools to complete a sentence. |



| Standards for Writing: Research to Build Knowledge | | Grades 3–5 | | |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | | | |
| 3rd Grade | | | | |
| <p>3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (A) generate questions on a topic for formal and informal inquiry; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant information from a variety of sources; (D) identify primary and secondary sources; (E) demonstrate understanding of information gathered; (F) recognize the difference between paraphrasing and plagiarism when using source materials; (G) create a works cited page; (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | <p><i>Research to Build Knowledge is not addressed in the STAAR Alternate 2 Essence Statements, however, ULS provides these instructional targets for practice.</i></p> | | | |
| 4th Grade | | | | |
| <p>4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (A) generate and clarify questions on a topic for formal and informal inquiry; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant information from a variety of sources; (D) identify primary and secondary sources; (E) demonstrate understanding of information gathered; (F) recognize the difference between paraphrasing and plagiarism when using source materials; (G) develop a bibliography; (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | | | |
| 5th Grade | | | | |
| <p>5.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (A) generate and clarify questions on a topic for formal and informal inquiry; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant information from a variety of sources; (D) understand credibility of primary and secondary sources; (E) demonstrate understanding of information gathered; (F) differentiate between paraphrasing and plagiarism when using source materials; (G) develop a bibliography; (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | | | |



| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> Research and collect information from given sources to build knowledge on a topic. Recall and categorize details from experiences or print and digital sources. Gather information from (adapted) literary or informational materials. | Unique | Unique |
| | <i>Information gathering is built into various writing and related content activities.</i> Articles (Lessons 5 and 6) Core Task 4.0: Circle Time Reports (Calendar, Weather) | Standards Connection |
| | News2you | News2you |
| | Think Page | Worksheets: Write a Story Worksheets: Paragraph Completion Worksheets: Key Topic Facts Worksheets: Letter Home Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will research and gather information from print and digital sources on a specific topic. | <ul style="list-style-type: none"> Students will contribute to shared research to collect information from print or digital sources on a specific topic. | <ul style="list-style-type: none"> Students will select a picture from an errorless choice to contribute to a shared research and writing task. |



| Standards for Writing: Range of Writing | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 3rd Grade | | <i>Range of Writing is not addressed in the STAAR Alternate 2 Essence Statements, however, ULS provides this instructional target for practice.</i> |
| 3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. | | |
| 4th Grade | | |
| 4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (C) write legibly in cursive to complete assignments. | | |
| 5th Grade | | |
| 5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (C) write legibly in cursive. | | |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Participate routinely in a variety of supported writing activities. | Unique Scrambled Sentences (Lesson 12) Literary Experience (Lesson 13) Edit It (Lesson 14) Writing Time (Lesson 15) Journal Writing (Lesson 30) Core Task 1.5: Home Report Core Task 4.0-4.4: Circle Time Reports (Attendance, Calendar, Weather, Lunch Menu, Current Events) | Unique Standards Connection |
| | News2you Think Page | News2you Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News |



| n2y Unique Differentiated Tasks | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> Students will write routinely for a range of discipline-specific tasks, purposes and audiences. | <ul style="list-style-type: none"> Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences. | <ul style="list-style-type: none"> Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences. |



| Standards for Speaking and Listening: Comprehension and Collaboration | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 3rd Grade | | <p>STAAR Strand 3: Response Skills Knowledge and Skills Statement Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> |
| <p>3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; (B) follow, restate, and give oral instructions that involve a series of related sequences of action; (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; (E) develop social communication such as conversing politely in all situations. | | |
| 4th Grade | | |
| <p>4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; (B) follow, restate, and give oral instructions that involve a series of related sequences of action; (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; (D) work collaboratively with others to develop a plan of shared responsibilities. | | |
| 5th Grade | | |
| <p>5.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; (B) follow, restate, and give oral instructions that include multiple action steps; (C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; (D) work collaboratively with others to develop a plan of shared responsibilities. | | |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> • Participate in grade level and age-appropriate discussions, including ability to: <ul style="list-style-type: none"> • follow agreed-upon rules (gaining attention, turn-taking, etc.) • ask questions that contribute to the discussion. • Summarize information from text read aloud or presented in diverse media formats. • Summarize key points from a speaker. | <p>Unique</p> <p><i>Target skills are applicable in all unit lessons.</i> Read and Comprehend (Lessons 2 and 4) Literary Experience (Lesson 13) Core Task 4.0: Circle Time (Current Events)</p> | <p>Unique</p> <p>ULS Instructional Guides: Active Participation Guidelines and Scripts</p> |



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| | News2you Current Events News Page Recipe Page Joke Page Review Page Sports Page | News2you People and Places in the News Standards Connection Recipe Page Standards Connection Joke Page Standards Connection Review Page Standards Connection Sports Page Standards Connection Communication Board Extra Materials: Glad to Meet You Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will share information and ask and answer questions during a group discussion. Students will summarize information from content-specific reading, topics and tasks. | <ul style="list-style-type: none"> Students will share information during group discussions, using picture supports. Students will give a description of information, using picture supports from content-specific reading, topics and tasks. | <ul style="list-style-type: none"> Students will participate in conversational exchanges, using communication technology and picture supports. Students will respond to questions related to content topics and tasks, using picture supports and communication technologies. |



| Standards for Speaking and Listening: Presentation of Knowledge and Ideas | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 3rd Grade | 3rd Grade | |
| <p>3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write a response to a literary or informational text that demonstrates an understanding of a text; (C) use text evidence to support an appropriate response; (D) retell and paraphrase texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; (F) respond using newly acquired vocabulary as appropriate; (G) discuss specific ideas in the text that are important to the meaning. | <p>STAAR Strand 3: Response Skills Knowledge and Skills Statement Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | |
| 4th Grade | 4th Grade | |
| <p>4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; (C) use text evidence to support an appropriate response; (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; (F) respond using newly acquired vocabulary as appropriate; (G) discuss specific ideas in the text that are important to the meaning. | <p>STAAR Strand 3: Response Skills Knowledge and Skills Statement Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | |
| 5th Grade | 5th Grade | |
| <p>5.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; (C) use text evidence to support an appropriate response; (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; (F) respond using newly acquired vocabulary as appropriate; (G) discuss specific ideas in the text that are important to the meaning. | <p>STAAR Strand 3: Response Skills Knowledge and Skills Statement Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | |



| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> Report on a topic or personal experience, including main ideas and key details. Add media to enhance a presentation. Communicate multiple ideas or information specific to a task or topic. | Unique | Unique |
| | <i>Target skills are applicable in all unit lessons.</i> Read and Comprehend (Lessons 2 and 4) Literary Experience (Lesson 13) Core Task 1.5: Home Report Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Lunch Menu, Current Events) | ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | News2you | News2you |
| | People and Places in the News Joke Page Puzzle Page Sports Page Words Page | People and Places in the News Standards Connection Review Standards Connection Sports Standards Connection Communication Board Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will communicate on a topic, including main ideas and key details. Students will select and use multimedia components to enhance a presentation. Students will communicate multiple sentences, using formal or informal language specific to the task or topic. | <ul style="list-style-type: none"> Students will communicate main ideas and details of a topic, using picture supports. With support, students will add multimedia components to a presentation. Students will communicate messages in multi-word responses specific to a topic. | <ul style="list-style-type: none"> Students will communicate basic information on a topic or an experience, using communication technology and picture support. Students will participate in creating multimedia components to support a presentation. Students will communicate through supported modes of expression. |



Standards for Language: Conventions of Standard English **Grades 3–5**

Texas Essential Knowledge and Skills (TEKS) **STAAR Alternate 2 Essence Statements**

3rd Grade

3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(B) demonstrate and apply spelling knowledge by:

- (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (ii) spelling homophones;
- (iii) spelling compound words, contractions, and abbreviations;
- (iv) spelling multisyllabic words with multiple sound-spelling patterns;
- (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
- (vi) spelling words using knowledge of prefixes;
- (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

4th Grade

4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(B) demonstrate and apply spelling knowledge by:

- (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (ii) spelling homophones;
- (iii) spelling multisyllabic words with multiple sound-spelling patterns;
- (iv) spelling words using advanced knowledge of syllable division patterns;
- (v) spelling words using knowledge of prefixes; andvi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

Conventions of Standard English are not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides these instructional targets for practice.



| 5th Grade | | |
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| <p>5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. | | |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Demonstrate conventions of grammar when writing or speaking declarative and interrogative sentences. ● Generate a written sentence with appropriate capitalization and punctuation. ● Correctly spell words with common spelling patterns. | Unique High-Frequency Spelling Lists (Lessons 8 and 9) Scrambled Sentences (Lesson 12) Literary Experience (Lesson 13) Edit It (Lesson 14) Writing Time (Lesson 15) Journal Writing (Lesson 30) Core Task 1.5: Home Report Core Task 1.3: Sign-In Core Task 4.0: Circle Time Reports | Unique Standards Connection |
| | News2you | News2you |
| | Think Page | Game Page Standards Connection Think Page Standards Connection Joey's Locker: Parts of Speech |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will demonstrate conventions of grammar in spoken and written sentence forms. ● Students will demonstrate conventions of written language, including appropriate initial capitalization and ending punctuation. ● Students will spell and write words with common spelling patterns. | <ul style="list-style-type: none"> ● Students will combine nouns, pronouns, verbs, adjectives and prepositions in grammatically correct order when speaking or writing. ● Students will identify beginning capital letters and ending punctuation in a written sentence. ● Students will spell common words with letter-sound matches. | <ul style="list-style-type: none"> ● With picture supports, students will combine two or more words during a shared writing or speaking activity. ● Students will locate capital letters in a name or sentence. ● With support, students will identify letter-sound matches to contribute to spelling a word. |



| Standards for Language: Knowledge of Language | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| <i>Knowledge of Language is not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading.</i> | | <i>Knowledge of Language is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides this instructional target for practice.</i> |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Choose appropriate words and phrases to convey a spoken or written message. | Unique Read and Comprehend (Lessons 2 and 4) Scrambled Sentences (Lesson 12) Literary Experience (Lesson 13) Edit It (Lesson 14) Journal Writing (Lesson 30) Core Task 1.5: Home Report | Unique Standards Connection |
| | | News2you People and Places in the News Standards Connection Recipe Page Standards Connection Review Page Standards Connection Think Page Standards Connection Sports Page Standards Connection |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will select words and phrases to convey a specific spoken or written message. | <ul style="list-style-type: none"> Students will choose words and phrases to convey an idea when speaking or writing. | <ul style="list-style-type: none"> Students will use language to communicate an idea. |



| Standards for Language: Vocabulary Acquisition and Use | | Grades 3–5 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 3rd Grade | | 3rd Grade |
| <p>3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(C) alphabetize a series of words to the third letter.</p> | <p>STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> | |
| <p>3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; (C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p> | | |
| 4th Grade | | 4th Grade |
| <p>4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; (D) identify, use, and explain the meaning of homophones such as reign/rain.</p> | <p>STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> | |
| 5th Grade | | 5th Grade |
| <p>5.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; (C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; (D) identify, use, and explain the meaning of adages and puns.</p> | <p>STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> | |



| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Use context clues or word structures to determine the meaning of unknown or multiple-meaning words. ● Use dictionaries or glossaries to determine the meaning and pronunciation of words. ● Identify the meaning of simple figurative language (similes, metaphors, idioms, adages, proverbs) and distinguish from their literal meaning. ● Use describing words for specific purposes (e.g., emotions, positions, adjectives, adverbs). ● Use prefixes and root words to define words. ● Use suffixes and root words to define words. ● Identify synonyms for words. ● Identify antonyms for words. ● Use words acquired through conversation and domain-specific sources when speaking and writing. | Unique | Unique |
| | Read and Comprehend (Lesson 2) Vocabulary (Lesson 11) Journal Writing (Lesson 30) | ULS Instructional Guides: Vocabulary Standards Connection |
| | News2you | News2you |
| | Puzzle Page Words Page | Game Page Standards Connection Worksheets: Sense Matrix Core Worksheets: Word Sort Core Worksheets: Webbing |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will describe the meaning of a word based on how it is used in a text passage. ● Students will use a print/digital dictionary or glossary to determine meaning and pronunciation of words. ● Students will recognize figurative language and its meaning, and identify the difference from its literal meaning. ● Students will identify words related to feelings or position or use adjectives/adverbs to describe. ● Students will use common prefixes and known/root words to define words. ● Students will use common suffixes and known/root words to define words. ● Students will produce a synonym when presented with a word. ● Students will produce an antonym when presented with a word. ● Students will use key vocabulary in conversation. | <ul style="list-style-type: none"> ● Students will point to pictures or words to match a description within a text passage. ● Students will point to pictures or words in a dictionary or glossary to match a word to its definition. ● Students will select words and pictures with similar meanings. ● Students will point to or select pictures/words that represent emotions or positions or use adjectives/adverbs. ● Students will match a word with a prefix to its definition. ● Students will match a word with a suffix to its definition. ● Students will point to or select the synonym of a word when given a choice. ● Students will point to or select the antonym of a word when given a choice. ● Students will point to pictures of key vocabulary from unit topics as part of a discussion. | <ul style="list-style-type: none"> ● Students will identify a named picture related to the unit topic from a narrowed field or errorless choice(s). ● Students will choose a word or picture in a beginning dictionary or glossary. ● Students will indicate a picture of a word with a meaning similar to that of another word by selecting from a narrowed field or errorless choice(s). ● Students will indicate a picture showing an emotion, location or adjectives/adverbs by making a selection from a narrowed field or errorless choice(s). ● Students will identify a named picture of a word with a prefix from a narrowed field or errorless choice(s). ● Students will identify a named picture of a word with a suffix from a narrowed field or errorless choice(s). ● Students will select a synonym of a word from a narrowed field or errorless choice(s). ● Students will select an antonym of a word from a narrowed field or errorless choice(s). ● Students will make a selection to indicate a picture of key vocabulary within a unit topic. |



| Standards for Reading Literature: Key Ideas and Details | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 6th Grade | | 6th Grade |
| <p>6.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) infer multiple themes within and across texts using text evidence; (B) analyze how the characters' internal and external responses develop the plot; (C) analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback; (D) analyze how the setting, including historical and cultural settings, influences character and plot development. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| 7th Grade | | 7th Grade |
| <p>7.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) infer multiple themes within and across texts using text evidence; (B) analyze how characters' qualities influence events and resolution of the conflict; (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; (D) analyze how the setting influences character and plot development. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| 8th Grade | | 8th Grade |
| <p>8.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze how themes are developed through the interaction of characters and events; (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict; (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; (D) explain how the setting influences the values and beliefs of characters. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |



| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Answer explicit questions to explain the main ideas and details (character, plot, setting) of a story, play or poem. ● Using textual evidence, answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. ● Using textual evidence, answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem. ● Objectively summarize a story, play or poem including main characters, events and key details. ● Determine the theme/central idea of a story, play or poem and connect it to key details. ● Identify and describe how the plot (e.g., events, conflicts and resolution, cause and effect) of a story, play or poem is developed. | Unique | Unique |
| | Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Simple Chapter Book and Read and Comprehend (Lesson 3, 5, 7, 9, 11 and 13) | ULS Instructional Guides: Word Study ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection |
| | | News2you |
| | | Joey's Story Book |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will independently answer explicit questions about a story, play or poem by writing, speaking or selecting an answer. ● Students will independently use text from a story, play or poem to answer explicit questions about the text. ● Students will independently use text from a story, play or poem to answer inferential questions, draw conclusions or summarize the text. ● Students will independently summarize a story, poem or play without using personal opinions. ● Students will independently identify the theme/central idea and key details of a story, play or poem. ● Students will describe the plot of a story, play or poem by putting the events in order. | <ul style="list-style-type: none"> ● Students will select a text or a picture in response to an explicit question about a story, play or poem. ● Students will select pictures or text from the story, play or poem to answer an explicit question. ● Students will select pictures or text from the story, play or poem to answer an inferential question. ● With support, students will summarize the events of a story, play or poem using no personal opinions. ● Students will identify the theme/central idea and key details of a story, play or poem by selecting pictures or text. ● Students will use picture supports to identify events and the order in which they happened in a story, play or poem with support. | <ul style="list-style-type: none"> ● Students will respond to an explicit question about a story, play or poem by selecting from a narrowed field or errorless choice(s). ● Students will answer and/or support an answer to an explicit question by selecting pictures or text from the story, play or poem from a narrowed field or errorless choice(s). ● Students will answer and/or support an answer to an inferential question by selecting text from the story, play or poem from a narrowed field or errorless choice(s). ● Students will summarize the main events of a story, play or poem from a narrowed field or errorless choice(s). ● Students will identify the theme/central idea of a story, play or poem from a narrowed field or errorless choice(s). ● Students will select a picture to identify an event from a story, play or poem from a narrowed field or errorless choice(s). |



| Standards for Reading Literature: Craft and Structure | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 6th Grade | | 6th Grade |
| <p>6.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths; (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms; (C) analyze how playwrights develop characters through dialogue and staging. | | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> |
| <p>6.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; (E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose; (F) analyze how the author's use of language contributes to mood and voice; (G) explain the differences between rhetorical devices and logical fallacies. | | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Statement</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> |
| 7th Grade | | 7th Grade |
| <p>7.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction; (B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms; (C) analyze how playwrights develop characters through dialogue and staging. | | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> |

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| <p>7.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; (E) identify the use of literary devices, including subjective and objective point of view; (F) analyze how the author's use of language contributes to mood, voice, and tone; (G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Statement Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| <p>8th Grade</p> | <p>8th Grade</p> | |
| <p>8.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories; (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry; (C) analyze how playwrights develop dramatic action through the use of acts and scenes. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| <p>8.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes; (E) identify and analyze the use of literary devices, including multiple points of view and irony; (F) analyze how the author's use of language contributes to the mood, voice, and tone; (G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Statement Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| <p>n2y Instructional Targets</p> | <p>n2y Middle School Grade Band Lessons and Activities</p> | <p>n2y Supporting Activities</p> |
| <ul style="list-style-type: none"> ● Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative and connotative meanings. ● Recognize figurative language (e.g., similes, metaphors, idioms) and determine how it affects the meaning and mood of a story, play or poem. ● Identify the structure of a story, play or poem. ● Explain how a sentence, chapter, scene or stanza affects the theme, setting, plot or tone of a story, play or poem. ● Determine the point of view of the narrator and its effect on the story. | <p>Unique Leveled Book (Lesson 1) Poetry Standards Connection (Lesson 2) Simple Chapter Book (Lessons 3, 5, 7, 9, 11 and 13) Word Study (Lesson 15)</p> | <p>Unique ULS Instructional Guides: Vocabulary n2y Library Standards Connection</p> |

| n2y Differentiated Tasks | | |
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| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will determine literal and figurative meanings of a word as it is used in a text. ● Students will identify figurative language and how it changes the way the reader feels in a story, play or poem. ● Students will identify sentences, paragraphs, scenes, stanzas, chapters or acts that are part of the structure of a story, play or poem, with support. ● Students will describe how sentences, chapters, scenes or stanzas add to the theme, setting, plot or tone of a story, play or poem, with support. ● Students will describe who is telling the story using clues from the story to support the description. | <ul style="list-style-type: none"> ● Students will point to pictures or words to match words with same meanings in text. ● Students will use picture supports to identify figurative language and how it changes the way the reader feels in a story with support. ● Students will locate a chapter of a book, an act or scene from a play or a stanza from a poem. ● Students will use picture supports to identify how sentences, chapters, scenes or stanzas add to the theme, setting, plot or tone of a story, play or poem with support. ● Students will identify who is telling the story using clues from the story to support the description with support. | <ul style="list-style-type: none"> ● Students will select a picture or word to match the meaning of a word or phrase from a narrowed field or errorless choice(s). ● Students will identify a picture representing the way figurative language makes the story feel from a narrowed field or errorless choice(s). ● Students will select a word or picture that is a part of the structure of a story, play or poem from a narrowed field or errorless choice(s). ● Students will identify a picture representing the way sentences, chapters, scenes or stanzas add to the theme, setting, plot or tone of a story, play or poem from a narrowed field or errorless choice(s). ● Students will identify a picture representing who is telling the story from a narrowed field or errorless choice(s). |



| Standards for Reading Literature: Integration of Knowledge and Ideas | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| <i>Integration of Knowledge and Ideas is not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading.</i> | | <i>Integration of Knowledge and Ideas is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides these instructional targets for practice.</i> |
| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Compare various ways to read, listen to and view stories and drama (print, multimedia, etc.). Compare different genres and identify personal preferences. | Unique Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Simple Chapter Book and Read and Comprehend (Lessons 3, 5, 7, 9, 11 and 13) | Unique ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will describe similar and different features of reading a story as opposed to viewing and listening to a multimedia version of that story. Students will identify different genres and match books and stories that belong in each genre. | <ul style="list-style-type: none"> Students will identify similarities and differences between reading a story and experiencing a multimedia version of that story. Students will identify two stories or books of the same genre. | <ul style="list-style-type: none"> When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story from a narrowed field or errorless choice(s). Students will select a book or story of personal preference from a narrowed field or errorless choice(s). |



| Standards for Reading Literature and Informational Text: Range and Level of Text Complexity | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 6th Grade | 6th Grade | |
| 6.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. | STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. | |
| 6.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| 6.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected text; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | STAAR Strand 2: Comprehension Skills Knowledge and Skills Statement Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. | |
| 7th Grade | 7th Grade | |
| 7.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. | STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. | |
| 7.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| 7.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | STAAR Strand 2: Comprehension Skills Knowledge and Skills Statement Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. | |



| 8 th Grade | | 8 th Grade |
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| 8.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. | | STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. |
| 8.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| 8.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | | STAAR Strand 2: Comprehension Skills Knowledge and Skills Statement Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. |
| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books and fiction works that are adapted to student reading level. | Unique Leveled Book (Lesson 1) Simple Chapter Book (Lessons 3, 5, 7, 9, 11 and 13) Book Report (Lesson 17) | Unique ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will independently read literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level. | <ul style="list-style-type: none"> ● Students will read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level. | <ul style="list-style-type: none"> ● Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level. |



| Standards for Reading Informational Text: Key Ideas and Details | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| <p><i>Key Ideas and Details is not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading) for this grade band.</i></p> | | <p><i>Key Ideas and Details is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides these instructional targets for practice.</i></p> |
| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Answer explicit questions and/or locate evidence in informational text to support responses about the main idea and key details. ● Answer inferential questions and cite evidence in informational text to support the main idea and key details. ● Objectively summarize an informational text, including the main idea(s) and key details. ● Determine the central idea and key details (individuals, events, ideas) of an informational text. ● Summarize a sequence of events or steps in a text. | Unique Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Simple Chapter Book/Read and Comprehend (Lessons 3, 5, 7, 9, 11 and 13) History Timeline (Lesson 29) Core Task 1.1: Daily Schedules Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Task 5.0: Mealtime Tasks | Unique ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection |
| | News2you Current Events News Page People and Places in the News Recipe Page Review Page Puzzle Page Think Page Sports Page | News2you |



| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will independently use text to write, speak or select an answer to an explicit question. Students will independently use text to write, speak or select an answer to an inferential question. Students will summarize the main idea and key details of a text. Students will identify the main idea and key details of a text. Students will describe a sequence of events in a text or the steps of a procedure. | <ul style="list-style-type: none"> Students will select a picture or text in response to an explicit question about text. Students will select a picture or text in response to an inferential question about text. Students will use picture supports to summarize the main idea and key details from a text. Students will use picture supports to identify key details from a text. Students will use picture supports to identify a sequence of events from a text or the steps of a procedure. | <ul style="list-style-type: none"> Students will select a response to an explicit question from a narrowed field or errorless choice(s). Students will select a response to an inferential question from a narrowed field or errorless choice(s). Students will summarize key details of a text from a narrowed field or errorless choice(s). Students will identify key details from a text from a narrowed field or errorless choice(s). Students will select a picture to identify an event in a text or a step in a procedure from a narrowed field or errorless choice(s). |

| Standards for Reading Informational Text: Craft and Structure | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 6 th Grade | 6 th Grade | |
| <p>6.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (D) analyze characteristics and structural elements of informational text, including: <ul style="list-style-type: none"> (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; (iii) organizational patterns such as definition, classification, advantage, and disadvantage; (E) analyze characteristics and structures of argumentative text by: <ul style="list-style-type: none"> (i) identifying the claim; (ii) explaining how the author uses various types of evidence to support the argument; (iii) identifying the intended audience or reader; (F) analyze characteristics of multimodal and digital texts. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| <p>6.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the author's purpose and message within a text; (B) analyze how the use of text structure contributes to the author's purpose; (C) analyze the author's use of print and graphic features to achieve specific purposes. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Statement</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| 7 th Grade | 7 th Grade | |
| <p>7.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> D. analyze characteristics and structural elements of informational text, including: <ul style="list-style-type: none"> (i) the controlling idea or thesis with supporting evidence; (ii) features such as references or acknowledgements; (iii) organizational patterns that support multiple topics, categories, and subcategories; E. analyze characteristics and structures of argumentative text by: <ul style="list-style-type: none"> (i) identifying the claim; (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; (iii) identifying the intended audience or reader; F. analyze characteristics of multimodal and digital texts. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |



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| <p>7.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the author's purpose and message within a text; (B) analyze how the use of text structure contributes to the author's purpose; (C) analyze the author's use of print and graphic features to achieve specific purposes. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Statement Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| <p>8th Grade</p> | <p>8th Grade</p> | |
| <p>8.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (D) analyze characteristics and structural elements of informational text, including: <ul style="list-style-type: none"> (i) the controlling idea or thesis with supporting evidence; (ii) features such as footnotes, endnotes, and citations; (iii) multiple organizational patterns within a text to develop the thesis; (E) analyze characteristics and structures of argumentative text by: <ul style="list-style-type: none"> (i) identifying the claim and analyzing the argument; (ii) identifying and explaining the counter argument; (iii) identifying the intended audience or reader; (F) analyze characteristics of multimodal and digital texts. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| <p>8.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the author's purpose and message within a text; (B) analyze how the use of text structure contributes to the author's purpose; (C) analyze the author's use of print and graphic features to achieve specific purposes. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Statement Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |
| <p>n2y Instructional Targets</p> | <p>n2y Middle School Grade Band Lessons and Activities</p> | <p>n2y Supporting Activities</p> |
| <ul style="list-style-type: none"> ● Determine the meaning of words and phrases that support the purpose of the text. ● Identify how sentences, paragraphs, chapters or features support an informational text's purpose. ● Identify the author's purpose or point of view in an informational text and/or compare it to another point of view. ● Identify text features and how the author structured the informational text (chronological, cause/effect, problem/solution). | <p>Unique Leveled Book (Lesson 1) Simple Chapter Book (Lessons 3, 5, 7, 9, 11 and 13) Word Study (Lesson 15) Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Task 5.0: Mealtime Tasks</p> | <p>Unique ULS Instructional Guides: Vocabulary ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection</p> |



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| | News2you People and Places in the News Recipe Page Joke Page Game Page Review Page Puzzle Page Words Page | News2you Puzzle Page Standards Connection Words Page Standards Connection Worksheets: Vocabulary Words & Definitions Worksheets: Word Definitions Worksheets: Read & Do Worksheets: Look, Think & Read Worksheets: Cooking Vocabulary Words Joey's Locker: Match the Definition Joey's Locker: Hangman |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will determine meaning (literal and figurative) of a word as it is used in a text. Students will identify and describe sentences, paragraphs, chapters or features that support an informational text's purpose. Students will identify words, phrases or features that support the author's intent or purpose. Students will identify text features (headings, bullets, etc.) and use them to identify the structure of the text. | <ul style="list-style-type: none"> Students will point to pictures or words to match words with meanings from text. Students will identify sentences, paragraphs, chapters or features that support an informational text's purpose. With support, students will identify the intent of the text as to inform or to persuade. Students will select examples of text features (headings, bullets, etc.) to identify the structure of a text with support. | <ul style="list-style-type: none"> Students will identify a named picture related to the unit topic from a narrowed field or errorless choice(s). Students will select a text feature that supports the purpose from a narrowed field or errorless choice(s). Students will identify a picture representing the intent of the text from a narrowed field or errorless choice(s). Students will select a text feature from a narrowed field or errorless choice(s). |



| Standards for Reading Informational Text: Integration of Knowledge and Ideas | | Grades 6–8 |
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| Texas Essential Knowledge and Skills for English Language Arts and Reading) | | STAAR Alternate 2 Essence Statements |
| Integration of Knowledge and Ideas is not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading for this grade band. | | Integration of Knowledge and Ideas is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides these instructional targets for practice. |
| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Evaluate different media (print, digital, etc.) as a means to gain information on a topic. Evaluate claims and supporting reasons. | Unique Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Simple Chapter Book and Read and Comprehend (Lessons 3, 5, 7, 9, 11 and 13) Related Content (Lesson 26) Core Tasks 2.1, 2.1, 2.3: Attendance, Calendar, Weather Reports Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Task 5.0: Mealtime Tasks | Unique ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection |
| | News2you Game Page Sudoku Think Page Sports Page Words Page | News2you World News Holidays PowerPoint® |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will describe similar and different features of reading a text as opposed to viewing and listening to a multimedia version of that text. Students will distinguish important information from a story or steps in a procedure from items that are less important. | <ul style="list-style-type: none"> Students will identify similarities and differences between reading a text and experiencing a multimedia version of that text. Students will identify key information from a story or recognize critical steps in a procedure. | <ul style="list-style-type: none"> When presented with illustrations of a character or an event from one text, students will select a matching character or event from a similar text from a narrowed field or errorless choice(s). Students will identify a picture of a key event from a text from a narrowed field or errorless choice(s). |



| Standards for Reading Informational Text: Range and Level of Text Complexity | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| <i>Range and Level of Text Complexity is not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading) for this grade band.</i> | | <i>Range and Level of Text Complexity is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides this instructional target for practice.</i> |
| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. | Unique Leveled Book (Lesson 1) Simple Chapter Book (Lessons 3, 5, 7, 9, 11 and 13) Book Report (Lesson 17) Core Task informational documents | Unique ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library |
| | News2you Current Events News Page Recipe Page Sports Page | News2you Worksheets: Recipe Ingredient Needs Extra Materials: Pledge of Allegiance Extra Materials: Starred Spangled Banner Extra Materials: Holiday Songs |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level. | <ul style="list-style-type: none"> Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level. | <ul style="list-style-type: none"> Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level. |



| Standards for Writing: Text Types and Purposes | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 6th Grade | | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> |
| <p>6.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; (C) compose multi-paragraph argumentative texts using genre characteristics and craft; (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. | | |
| 7th Grade | | |
| <p>7.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; (C) compose multi-paragraph argumentative texts using genre characteristics and craft; (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. | | |
| 8th Grade | | |
| <p>8.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; (C) compose multi-paragraph argumentative texts using genre characteristics and craft; (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. | | |
| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Generate a simple paragraph that expresses an opinion and contains relevant supporting details. ● Generate a simple informative paragraph that includes a defined topic, supporting details and a concluding sentence. ● Generate a simple narrative paragraph that includes a logical sequence of events and descriptive details. | <p>Unique</p> <p>Edit It (Lesson 16) Book Report (Lesson 17) Topic Paragraph (Lesson 18) Journal Writing (Lesson 30) Core Task 1.6: Daily Buzz Core Tasks 2.2 and 2.3: Calendar and Weather Reports</p> | <p>Unique</p> <p>Standards Connection</p> |



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| | News2you Think Page | News2you Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will create a simple paragraph that states an opinion and provides supporting reasons. Students will create a simple paragraph that includes a topic sentence, supporting facts and details, and a concluding sentence. Students will create and write a story that includes narrative elements, including a sequence of events. | <ul style="list-style-type: none"> Students will select pictures with text to create a written text that supports an opinion. Students will select pictures with text to create a written document of factual sentences on a topic. Students will select pictures with text to create a logical sequence of events that tell a story. | <ul style="list-style-type: none"> Given a narrowed field or errorless choice(s) of pictures, students will select pictures to communicate an opinion on a topic. Given a narrowed field or errorless choice(s) of pictures, students will make a selection to communicate facts on a given topic. Given a narrowed field or errorless choice(s) of pictures, students will make a selection to tell a story sequence. |



| Standards for Writing: Production and Distribution of Writing | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 6th Grade | 6th Grade | |
| <p>6.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; (B) develop drafts into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts and details; (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; (E) publish written work for appropriate audiences. | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | |
| 7th Grade | 7th Grade | |
| <p>7.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; (B) develop drafts into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples; (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; (E) publish written work for appropriate audiences. | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | |
| 8th Grade | 8th Grade | |
| <p>8.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; (B) develop drafts into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples; (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; (E) publish written work for appropriate audiences. | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | |



| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> With some guidance and support, plan, edit and revise writing to increase clarity and coherence. With guidance and support, use technology, including the internet, to compose a simple paragraph. | Unique | Unique |
| | Edit It (Lesson 16) Book Report (Lesson 17) Topic Paragraph (Lesson 18) Journal Writing (Lesson 30) Core Task 1.6: Daily Buzz Core Tasks 2.2 and 2.3: Calendar and Weather Reports | Standards Connection |
| | News2you | News2you |
| | Think Page | Think Page Standards Connection Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> Students will plan, edit and revise to strengthen written sentences. Students will select and use digital tools, including the Internet, to generate a paragraph. | <ul style="list-style-type: none"> With support, students will use pictures and text to plan, edit and revise a written sentence. With support, students will use digital tools, including the Internet, to generate multiple sentences. | <ul style="list-style-type: none"> Given a narrowed field or errorless choice(s) of pictures, students will make a selection of pictures to plan, edit and revise a written sentence. With support and adaptive tools, students will use digital tools to create a sentence. |



Standards for Writing: Research to Build Knowledge **Grades 6–8**

Texas Essential Knowledge and Skills (TEKS) **STAAR Alternate 2 Essence Statements**

6th Grade

6.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate student-selected and teacher-guided questions for formal and informal inquiry;
- (B) develop and revise a plan;
- (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
- (D) identify and gather relevant information from a variety of sources;
- (E) differentiate between primary and secondary sources;
- (F) synthesize information from a variety of sources;
- (G) differentiate between paraphrasing and plagiarism when using source materials;
- (H) examine sources for:
 - (i) reliability, credibility, and bias;
 - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
- (I) display academic citations and use source materials ethically;
- (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

7th Grade

7.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate student-selected and teacher-guided questions for formal and informal inquiry;
- (B) develop and revise a plan;
- (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
- (D) identify and gather relevant information from a variety of sources;
- (E) differentiate between primary and secondary sources;
- (F) synthesize information from a variety of sources;
- (G) differentiate between paraphrasing and plagiarism when using source materials;
- (H) examine sources for:
 - (i) reliability, credibility, and bias;
 - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
- (I) display academic citations and use source materials ethically;
- (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Research to Build Knowledge is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides these instructional targets for practice.



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| 8th Grade | | |
| <p>8.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry;</p> <p>(B) develop and revise a plan;</p> <p>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p> <p>(D) identify and gather relevant information from a variety of sources;</p> <p>(E) differentiate between primary and secondary sources;</p> <p>(F) synthesize information from a variety of sources;</p> <p>(G) differentiate between paraphrasing and plagiarism when using source materials;</p> <p>(H) examine sources for:</p> <p style="padding-left: 20px;">(i) reliability, credibility, and bias, including omission;</p> <p style="padding-left: 20px;">(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;</p> <p>(I) display academic citations and use source materials ethically;</p> <p>(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> | | |
| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Research and collect information from (adapted) or informational materials to answer a question in a short research project. Generate a text document to summarize information from print and digital sources; identify sources. | <p>Unique</p> <p><i>Information gathering is built into various writing and life skills applications lessons.</i></p> <p>Book Report (Lesson 17)</p> <p>Core Tasks 2.2 and 2.3: Calendar and Weather Reports</p> | <p>Unique</p> <p>Standards Connection</p> |
| | <p>News2you</p> | <p>News2you</p> <p>Worksheets: Key Topic Facts</p> <p>Worksheets: Letter Home</p> <p>Group Interaction: Class News</p> |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will research and gather information from multiple print and digital sources on a specific topic. Students will generate a report of one or more paragraphs to summarize information and list sources. | <ul style="list-style-type: none"> Students will collect information from print or digital sources on a specific topic. Students will generate multiple sentences to summarize information. | <ul style="list-style-type: none"> Students will select a picture from a narrowed field or errorless choice(s) to contribute to a shared research task. Students will select a picture from a narrowed field or errorless choice(s) to contribute to a shared writing task. |



| Standards for Writing: Range of Writing | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 6th Grade | 6th Grade | |
| <p>6.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; (C) use text evidence to support an appropriate response; (D) paraphrase and summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; (F) respond using newly acquired vocabulary as appropriate; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses as new evidence is presented. | <p>STAAR Strand 3: Response Skills Knowledge and Skills Statement Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | |
| 7th Grade | 7th Grade | |
| <p>7.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; (C) use text evidence to support an appropriate response; (D) paraphrase and summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; (F) respond using newly acquired vocabulary as appropriate; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses as new evidence is presented. | <p>STAAR Strand 3: Response Skills Knowledge and Skills Statement Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | |
| 8th Grade | 8th Grade | |
| <p>8.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; (C) use text evidence to support an appropriate response; (D) paraphrase and summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; (F) respond using newly acquired vocabulary as appropriate; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses as new evidence is presented. (J) defend or challenge the authors' claims using relevant text evidence. | <p>STAAR Strand 3: Response Skills Knowledge and Skills Statement Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | |



| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> Participate routinely in supported writing activities for varied purposes. | Unique | Unique |
| | Edit It (Lesson 16) Book Report (Lesson 17) Topic Paragraph (Lesson 18) Journal Writing (Lesson 30) Core Task 1.6: Daily Buzz Core Tasks 2.2 and 2.3: Calendar and Weather Reports | Standards Connection |
| | News2you | News2you |
| | Think Page | Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> Students will write routinely for a range of discipline-specific tasks, purposes and audiences. | <ul style="list-style-type: none"> Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences. | <ul style="list-style-type: none"> Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences. |



| Standards for Speaking and Listening: Comprehension and Collaboration | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 6th Grade | | STAAR Strand 3: Response Skills Knowledge and Skills Statement Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. |
| 6.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: <ul style="list-style-type: none"> (A) listen actively to interpret a message, ask clarifying questions, and respond appropriately; (B) follow and give oral instructions that include multiple action steps; (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. | | |
| 7th Grade | | |
| 7.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: <ul style="list-style-type: none"> (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas; (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; (D) engage in meaningful discourse and provide and accept constructive feedback from others. | | |
| 8th Grade | | STAAR Strand 3: Response Skills Knowledge and Skills Statement Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. |
| 8.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: <ul style="list-style-type: none"> (A) listen actively to interpret a message by summarizing, asking questions, and making comments; (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; (D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. | | |
| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | |
| <ul style="list-style-type: none"> ● Engage in grade level and age-appropriate discussions, including ability to: <ul style="list-style-type: none"> ● follow rules of discussion, ● ask questions related to the topic; respond to others' questions; make comments; share ideas. ● Identify main ideas presented orally or from diverse media formats. ● Identify a speaker's purpose and main ideas. | Unique <i>Target skills are applicable in all unit lessons.</i> Leveled Book (Lesson1) Read and Comprehend (Lesson 2) Chapter Book and Discussion Questions (Lessons 3, 5, 7, 9, 11, and 13) Core Task 3.0: Meeting Time Core Task 3.1: Current Events | |
| | News2you | n2y Supporting Activities |
| | Current Events News Recipe Page Joke Page Review Page Sudoku Sports Page | Unique ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | | News2you People and Places in the News Standards Connection Communication Board Extra Materials: Glad to Meet You Group Interaction: Class News |



| n2y Differentiated Tasks | | |
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| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will share information, ask and answer questions and make comments during a group discussion. ● Students will summarize information from content-specific reading, topics and tasks. ● Students will summarize information from a speaker's topic. | <ul style="list-style-type: none"> ● Using picture supports, students will share information, ask and answer questions and make comments during group discussions. ● Students will describe information, using picture supports from content-specific reading, topics and tasks. ● Students will give a description of information, using picture supports from a speaker's topic. | <ul style="list-style-type: none"> ● Students will participate in conversational exchanges, using communication technology and picture supports. ● Using picture supports and communication technologies, students will respond to questions related to content topics and tasks. ● Students will respond to questions related to a speaker's topic, using picture supports and communication devices. |



| Standards for Speaking and Listening: Presentation of Knowledge and Ideas | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 6th Grade | | STAAR Strand 3: Response Skills Knowledge and Skills Statement Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. |
| 6.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. | | |
| 7th Grade | | |
| 7.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. | | |
| 8th Grade | | n2y Supporting Activities Unique ULS Instructional Guides: Active Participation Guidelines and Scripts |
| 8.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. | | |
| n2y Instructional Targets <ul style="list-style-type: none"> Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation. Add media to enhance a presentation. Adapt communication, using formal or informal language specific to a task or situation. | | |
| n2y Middle School Grade Band Lessons and Activities | | News2you Current Events News Page Standards Connection Communication Board Group Interaction: Class News |
| Unique <i>Reporting is applicable in many lessons, including those related to life skills.</i> Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Chapter Book and Discussion Questions (Lessons 3, 5, 7, 9, 11, and 13) Topic Paragraph (Lesson 18) Core Task 3.0: Meeting Time Core Task 3.1: Current Events | | |
| News2you | | |
| People and Places in the News Joke Page Puzzle Page Sudoku Think Page Sports Page | | |



| n2y Differentiated Tasks | | |
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| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will communicate on a topic, including facts and details to support the main idea. ● Students will select and use multimedia components to enhance a presentation. ● Students will communicate by using formal or informal language specific to the task or topic. | <ul style="list-style-type: none"> ● Students will use picture supports to communicate main ideas, including facts and details, on a given topic. ● With support, students will add multimedia components to a presentation. ● Students will communicate messages in multi-word sentences specific to the topic. | <ul style="list-style-type: none"> ● Students will communicate basic information on a topic or experience, using communication technology and picture supports. ● Students will participate in creating multimedia components to support a presentation. ● Students will communicate by using supported modes of expression. |

| Standards for Language: Conventions of Standard English | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 6 th Grade | 6 th Grade | |
| <p>6.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too. | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement</p> <p>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | |
| 7 th Grade | 7 th Grade | |
| <p>7.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronoun-antecedent agreement; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too. | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement</p> <p>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | |
| 8 th Grade | 8 th Grade | |
| <p>8.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement; (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too. | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement</p> <p>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | |



| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Use conventions of grammar when speaking or writing. ● Use correct capitalization and punctuation in sentences. ● Use correct spelling in writing sentences. | Unique | Unique |
| | Leveled Book (Lesson 10) Read and Comprehend (Lesson 2) Chapter Book and Discussion Questions (Lessons 3, 5, 7, 9, 11, and 13) Edit It (Lesson 16) Book Report (Lesson 17) Topic Paragraph (Lesson 18) Journal Writing (Lesson 30) Core Task Reports | Standards Connection |
| | News2you | News2you |
| | Think Page | Think Page Standards Connection Joey's Locker: Parts of Speech |
| n2y Differentiated Tasks | | |
| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will demonstrate conventions of grammar in spoken and written sentence forms. ● Students will demonstrate conventions of written language, including appropriate capitalization and end punctuation. ● Students will demonstrate use of common spelling conventions in written language. | <ul style="list-style-type: none"> ● Students will create simple sentence forms in a grammatically correct order when speaking or writing. ● Students will identify beginning capital letters and end punctuation in a written sentence. ● Students will spell familiar words with letter-sound matches. | <ul style="list-style-type: none"> ● With picture supports, students will combine two or more words during a shared writing or speaking activity. ● With support, students will locate capital letters and end punctuation in a sentence. ● Students will choose a correctly spelled word from a narrowed field or errorless choice(s). |



| Standards for Language: Knowledge of Language | | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements | |
| <p><i>Knowledge of Language is not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading) for this grade band.</i></p> | | <p><i>Knowledge of Language is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides this instructional target for practice.</i></p> | |
| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities | |
| <ul style="list-style-type: none"> Use conventions of language to generate sentences when speaking or writing. | Unique Edit It (Lesson 16) Book Report (Lesson 17) Topic Paragraph (Lesson 18) Journal Writing (Lesson 30) | Unique Standards Connection | |
| | News2you Think Page | News2you Current Events News Page Standards Connection People and Places in the News Standards Connection Recipe Standards Connection Game Page Standards Connection Review Page Standards Connection Sports Page Standards Connection | |
| | n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 | |
| <ul style="list-style-type: none"> Students will use conventions of language to generate sentences specific to the purpose when speaking or writing. | <ul style="list-style-type: none"> Students will use conventions of language to generate a simple sentence when speaking or writing. | <ul style="list-style-type: none"> Students will use language to share an idea with others. | |



| Standards for Language: Vocabulary Acquisition and Use | | Grades 6–8 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 6th Grade | | 6th Grade |
| 6.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: <ul style="list-style-type: none"> (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; (B) use context such as definition, analogy, and examples to clarify the meaning of words; (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus. | | STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. |
| 7th Grade | | 7th Grade |
| 7.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: <ul style="list-style-type: none"> (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; (B) use context such as contrast or cause and effect to clarify the meaning of words (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. | | STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. |
| 8th Grade | | 8th Grade |
| 8.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: <ul style="list-style-type: none"> (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc. | | STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. |
| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Use reference materials (dictionaries [printed/online], glossaries) to determine the meaning and part of speech unknown words. ● Use reference materials (dictionaries [printed/online], glossaries) to determine the pronunciation of words. ● Use reference materials (dictionaries [printed/online], thesauruses) to determine a synonym for a word. ● Use words acquired through academic and domain-specific sources when speaking and writing. ● Use context clues (e.g., synonyms, antonyms, more details, the restated word or the overall meaning of the sentence or paragraph) in a story, play or poem to determine the meaning of unknown and multiple meaning words. ● Identify and interpret figurative language (e.g., similes, metaphors, personification, idioms). | Unique | Unique |
| | Life Skills Applications (Lessons 4, 6, 8, 10, 12, and 14) Word Study (Lesson 15) Related Content (Lesson 26 and 27) | ULS Instructional Guides: Vocabulary Standards Connection |
| | News2you | News2you |
| | Words Page | Game Page Standards Connection Puzzle Page Standards Connection Words Page Standards Connection |



| n2y Differentiated Tasks | | |
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| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will use reference materials such as a glossary or a dictionary to verify the meaning, and part of speech of an unknown word. ● Students will use reference materials, such as a glossary or a dictionary, to find the pronunciation of a word. ● Students will use reference materials such as a dictionary or thesaurus to find a synonym for a word. ● Students will independently use vocabulary words in conversation and in writing. ● Students will identify the meaning of words with multiple meanings and recognize figurative language. ● Students will independently identify the meaning of figurative language using clues from words and sentences. | <ul style="list-style-type: none"> ● Students will select pictures or words in a dictionary to verify the definition and part of speech of a word. ● Students will find the correct pronunciation of a word when presented with a glossary or dictionary. ● Students will select a picture or word whose meaning is similar to that of another word. ● Students will select or use key vocabulary words as part of a discussion or writing with support. ● Students will point to pictures or words to match a description within a text passage. ● Students will identify figurative meanings of text with support. | <ul style="list-style-type: none"> ● Students will indicate a picture of a word that is in a dictionary by making a selection from a narrowed field or errorless choice(s). ● Given a word's pronunciation, students will select a picture or word from a narrowed field or errorless choice(s). ● Given a narrowed field or errorless choice(s), students will select a picture or word whose meaning is similar to that of another word. ● Students will make a selection to indicate the picture of a key vocabulary word within a text or to complete a sentence. ● Students will identify a named picture related to the unit topic from a narrowed field or errorless choice(s). ● Students will make a selection to indicate words or a picture that represents the figurative meaning of text from a narrowed field or errorless choice(s). |



| Standards for Reading Literature and Informational Text: Key Ideas and Details | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 9th Grade (English I) | | 9th Grade (English I) |
| <p>English I.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze how themes are developed through characterization and plot in a variety of literary texts; (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; (D) analyze how the setting influences the theme. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| <p>English I.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) read and respond to American, British, and world literature. | | |
| 10th Grade (English II) | | 10th Grade (English II) |
| <p>English II.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures; (B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events; (C) analyze isolated scenes and their contribution to the success of the plot as a whole; (D) analyze how historical and cultural settings influence characterization, plot, and theme across texts. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| <p>English II.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) read and analyze world literature across literary periods. | | |



| 11th Grade (English III) | 11th Grade (English III) |
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| <p>English III.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts; (B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme; (C) evaluate how different literary elements shape the author's portrayal of the plot; (D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. | <p><i>STAAR Alternate 2 Essence Statements are not available for English III.</i></p> |
| <p>English III.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) read and analyze American literature across literary periods. | |
| 12th Grade (English IV) | 12th Grade (English IV) |
| <p>English IV.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts; (B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme; (C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; (D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. | <p><i>STAAR Alternate 2 Essence Statements are not available for English IV.</i></p> |
| <p>English IV.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) read and analyze British literature across literary periods. | |



| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
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| <p>Reading Literature</p> <ul style="list-style-type: none"> ● Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. ● Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem. ● Objectively summarize a story, play or poem including main characters, events and key details. ● Determine one or two themes of a story, play or poem. ● Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Answer explicit questions and use support from text to explain the main ideas, and details of an informational text. ● Answer inferential questions and use support from text to explain the main ideas, details and inferences of an informational text. ● Objectively summarize an informational text, including central idea and specific supporting details. ● Identify the central idea(s), key details, and how they develop over the course of an informational text. ● Summarize a sequence of events or steps in a text. | <p>Unique</p> <p>Reading Literature Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Simple Chapter Book and Read and Comprehend (Lessons 3, 5, 7, 9, 11 and 13)</p> <p>Reading Informational Text Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Simple Chapter Book and Read and Comprehend (Lessons 3, 5, 7, 9, 11 and 13) Core Task 1.1: Daily Schedule Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Task 5.0: Mealtime Tasks</p> | <p>Unique</p> <p>Reading Literature ULS Instructional Guides: Word Study ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection</p> <p>Reading Informational Text ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection</p> |
| | <p>News2you</p> <p>Reading Informational Text Current Events News Page People and Places in the News Recipe Page Review Page Think Page Sports Page</p> | <p>News2you</p> <p>Reading Literature Joey's Locker: Story Book</p> <p>Reading Informational Text Current Events News Page Standards Connection People in the News Standards Connection PowerPoint® World News Holidays Worksheets: Recipe Review Worksheets: Map Skills Joey's Locker: Cartoon Joey's Locker: Quiz Show</p> |

| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <p>Reading Literature</p> <ul style="list-style-type: none"> ● Students will independently answer explicit questions about a story, play or poem using strong textual evidence. ● Students will independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem. ● Students will independently summarize a story, poem or play without using personal opinions. ● Students will independently identify one or two themes of a story, play or poem. ● Students will independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Students will independently answer explicit questions about a text and write, speak or select an answer. ● Students will independently answer inferential questions about a text and write, speak or select an answer. ● Students will summarize the main idea and key details of a text. ● Students will determine the central idea/ideas of a text, using key details to identify how it develops. ● Students will describe a sequence of events from a text or list the steps of a procedure. | <p>Reading Literature</p> <ul style="list-style-type: none"> ● Students will select pictures or text to answer an explicit question about a story, play or poem. ● Students will select pictures or text to answer an inferential question about a story, play or poem. ● Students will summarize the theme/central idea of a story, play or poem using no personal opinions with support. ● Students will identify the theme of a story, play or poem by pointing to pictures or text. ● With support, students will identify examples of the main idea and key details from a story, play or poem that support the development of a theme with support. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Students will select a picture or text in response to an explicit question about a text. ● Students will select a picture or text in response to an inferential question about a text. ● Students will use picture supports to summarize the main idea and key details from a text. ● Students will determine the key details to support a provided central idea. ● Students will use picture supports to identify a sequence of events from a text or list the steps of a procedure. | <p>Reading Literature</p> <ul style="list-style-type: none"> ● Students will select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board). ● Students will select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board). ● Students will summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board). ● Students will identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board). ● Students will identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board). <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Students will select a response to an explicit question from a narrowed field or errorless choice(s). ● Students will select a response to an inferential question from a narrowed field or errorless choice(s). ● Students will summarize key details from a text through an active participation response (e.g., voice output device, eye gaze choice board). ● Students will select the central idea from a narrowed field or errorless choice(s). ● Students will select a picture from a narrowed field or errorless choice(s) to identify an event from a text or a step from a procedure. |



| Standards for Reading Literature and Informational Text: Craft and Structure | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 9th Grade (English I) | 9th Grade (English I) | |
| <p>English I.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; (D) analyze characteristics and structural elements of informational texts such as: <ul style="list-style-type: none"> (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; (ii) multiple organizational patterns within a text to develop the thesis; (E) analyze characteristics and structural elements of argumentative texts such as: <ul style="list-style-type: none"> (i) clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; (F) analyze characteristics of multimodal and digital texts. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | |
| <p>English I.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze the author's purpose, audience, and message within a text; (B) analyze use of text structure to achieve the author's purpose; (C) evaluate the author's use of print and graphic features to achieve specific purposes; (D) analyze how the author's use of language achieves specific purposes; (E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; (G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Statement</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | |



| 10th Grade (English II) | 10th Grade (English II) |
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| <p>English II.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms; (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; (D) analyze characteristics and structural elements of informational texts such as: <ul style="list-style-type: none"> (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; (ii) the relationship between organizational design and thesis; (E) analyze characteristics and structural elements of argumentative texts such as: <ul style="list-style-type: none"> (i) clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; (F) analyze characteristics of multimodal and digital texts. | <p>STAAR Strand 4: Literary Elements and Genres Knowledge and Skills Statements</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> <p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> |
| <p>English II.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze the author's purpose, audience, and message within a text; (B) analyze use of text structure to achieve the author's purpose; (C) evaluate the author's use of print and graphic features to achieve specific purposes; (D) analyze how the author's use of language informs and shapes the perception of readers; (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes; (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; (G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies. | <p>STAAR Strand 5: Author's Purpose and Craft Knowledge and Skills Statement</p> <p>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> |



| 11th Grade (English III) | 11th Grade (English III) |
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| <p>English III.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms; (C) analyze how the relationships among dramatic elements advance the plot; (D) analyze characteristics and structural elements of informational texts such as: <ul style="list-style-type: none"> (i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; (ii) the relationship between organizational design and author's purpose; (E) analyze characteristics and structural elements of argumentative texts such as: <ul style="list-style-type: none"> (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; (F) analyze the effectiveness of characteristics of multimodal and digital texts. | <p><i>STAAR Alternate 2 Essence Statements are not available for English III.</i></p> |
| <p>English III.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze the author's purpose, audience, and message within a text; (B) evaluate use of text structure to achieve the author's purpose; (C) evaluate the author's use of print and graphic features to achieve specific purposes; (D) evaluate how the author's use of language informs and shapes the perception of readers; (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes; (F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood. | |
| 12th Grade (English IV) | 12th Grade (English IV) |
| <p>English IV.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures; (C) analyze and evaluate how the relationships among the dramatic elements advance the plot; (D) critique and evaluate characteristics and structural elements of informational texts such as: <ul style="list-style-type: none"> (i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; (ii) the relationship between organizational design and author's purpose; (E) critique and evaluate characteristics and structural elements of argumentative texts such as: <ul style="list-style-type: none"> (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; (F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts. | <p><i>STAAR Alternate 2 Essence Statements are not available for English IV.</i></p> |



English IV.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) evaluate the author's purpose, audience, and message within a text;
- (B) evaluate use of text structure to achieve the author's purpose;
- (C) evaluate the author's use of print and graphic features to achieve specific purposes;
- (D) critique and evaluate how the author's use of language informs and shapes the perception of readers;
- (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
- (F) evaluate how the author's diction and syntax contribute to the effectiveness of a text;
- (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
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| <p>Reading Literature</p> <ul style="list-style-type: none"> ● Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative and connotative meanings. ● Interpret figurative language (e.g., similes, metaphors, idioms, analogies, connotative meanings of word) and determine how it affects the meaning and mood of a story, play or poem. ● Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. ● Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem. <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases that support the purpose of the text. ● Identify and describe the intent or the purpose of a text (inform, persuade, etc.). ● Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the author's purpose or point of view in a text. ● Evaluate ways authors support their claim and if their claim is fact or opinion. | <p>Unique</p> <p>Reading Literature Leveled Book (Lesson 1) Poetry Standards Connection (Lesson 2) Simple Chapter Book (Lessons 3, 5, 7, 9, 11 and 13) Word Study (Lesson 15)</p> <p>Reading Informational Text Leveled Book (Lesson 1) Simple Chapter Book (Lessons 3, 5, 7, 9, 11 and 13) Word Study (Lesson 15) Related Content (Lesson 26) Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Task 5.0: Mealtime Tasks</p> <p>News2you</p> <p>Reading Informational Text People and Places in the News Joke Page Review Page Sudoku Think Page Words Page</p> | <p>Unique</p> <p>Reading Literature ULS Instructional Guides: Vocabulary n2y library Standards Connection</p> <p>Reading Informational Text ULS Instructional Guides: Vocabulary ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection</p> <p>News2you</p> <p>Reading Informational Text Worksheets: Color & Label Worksheets: Vocabulary Words & Definitions Worksheets: Word Definitions Worksheets: Read & Do Worksheets: Look, Think & Read Worksheets: Cooking Vocabulary Words Joey's Locker: Match the Definition Joey's Locker: Hangman</p> |

| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <p>Reading Literature</p> <ul style="list-style-type: none"> Students will determine literal and figurative meanings of a word as it is used in a text. Students will interpret figurative language and how it changes the way the reader feels in a story, play or poem. Students will describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. Students will compare literal and implied meaning presented in a story, play or poem. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will determine meaning (literal and figurative) of a word as it is used in a text. Students will identify the author's intent or purpose and words, phrases or features that support it. Students will locate sentences in a text or find steps of a procedure that supports the author's purpose or point of view. Students will identify an author's argument and describe how evidence supports an argument. | <p>Reading Literature</p> <ul style="list-style-type: none"> Students will point to pictures or words to match words with same meanings in text. Students will select a picture or words to determine the meaning of a word or phrase, with support. Students will use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support. Students will identify implied meaning in a literary text with support. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will point to pictures or words to match words with same meanings in text. With support, students will identify the intent of the text as to inform, to persuade or to entertain. Students will locate a sentence that identifies the author's purpose or point of view with support. Students will select a sentence that supports an author's claim. | <p>Reading Literature</p> <ul style="list-style-type: none"> Students will select a picture or word to match the meaning of a word or phrase from a narrowed field or errorless choice(s). Students will select a picture or word to match the meaning of a word or phrase from a narrowed field or errorless choice(s). Students will identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). Students will identify implied meaning in a literary text from a narrowed field or errorless choice(s). <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will identify a named picture related to the unit topic from a narrowed field or errorless choice(s). With support, students will identify the intent of the text from a narrowed field or errorless choice(s). Given a narrowed field or errorless choice(s), students will select a picture representing a sentence or a step of a procedure that identifies the author's purpose or point of view. Students will select a sentence that supports an author's claim from a narrowed field or errorless choice(s). |



| Standards for Reading Literature and Informational Text: Integration of Knowledge and Ideas | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 9th Grade (English I) | | 9th Grade (English I) |
| <p>English I.5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; (C) use text evidence and original commentary to support a comprehensive response; (D) paraphrase and summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; (F) respond using acquired content and academic vocabulary as appropriate; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants; (J) defend or challenge the authors' claims using relevant text evidence. | | <p>STAAR Strand 3: Response Skills Knowledge and Skills Statement</p> <p>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> |
| 10th Grade (English II) | | 10th Grade (English II) |
| <p>English II.5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; (C) use text evidence and original commentary to support a comprehensive response; (D) paraphrase and summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; (F) respond using acquired content and academic vocabulary as appropriate; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants; (J) defend or challenge the authors' claims using relevant text evidence. | | <p>STAAR Strand 3: Response Skills Knowledge and Skills Statement</p> <p>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> |
| 11th Grade (English III) | | 11th Grade (English III) |
| <p>English III.5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate analysis of texts, including comparing texts within and across genres; (C) use text evidence and original commentary to support an analytic response; (D) paraphrase and summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; (F) respond using acquired content and academic vocabulary as appropriate; (G) discuss and write about the explicit and implicit meanings of text; (H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants; (J) defend or challenge the authors' claims using relevant text evidence. | | <p><i>STAAR Alternate 2 Essence Statements are not available for English III.</i></p> |



| 12th Grade (English IV) | | 12th Grade (English IV) |
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| <p>English IV.5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate analysis of texts, including comparing texts within and across genres; (C) use text evidence and original commentary to support an evaluative response; (D) paraphrase and summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating; (F) respond using acquired content and academic vocabulary as appropriate; (G) discuss and write about the explicit and implicit meanings of text; (H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants; (J) defend or challenge the authors' claims using relevant text evidence. | | <p>STAAR Alternate 2 Essence Statements are not available for English IV.</p> |
| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
| <p>Reading Literature</p> <ul style="list-style-type: none"> • Compare and contrast various artistic mediums (poetry, song, play, movie, etc.) of literature with similar topics, characters or events. • Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other cultures); identify personal preferences. <p>Reading Informational Text</p> <ul style="list-style-type: none"> • Integrate and evaluate information on a similar topic from different media. • Experience information from leveled text related to U.S. documents and those of historical significance, including an evaluation of their themes/purposes. | <p>Unique</p> <p>Reading Literature Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Simple Chapter Book and Read and Comprehend (Lessons 3, 5, 7, 9, 11 and 13)</p> <p>Reading Informational Text Leveled Book (Lesson 1) Read and Comprehend (Lesson 2) Simple Chapter Book and Read and Comprehend (Lessons 3, 5, 7, 9, 11 and 13) Real-World Writing (Lesson 17) Core Tasks 2.1, 2.2, 2.3: Attendance, Calendar, Weather Reports Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Task 5.0: Mealtime Tasks</p> <p>News2you</p> <p>Reading Informational Text Current Events News Page People and Places in the News Recipe Page Game Page Review Page Puzzle Page Think Page Sports Page</p> | <p>Unique</p> <p>Reading Literature ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection</p> <p>Reading Informational Text ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library Standards Connection</p> <p>News2you</p> <p>Reading Informational Text Current Events News Page Standards Connection People and Places in the News Standards Connection Recipe Page Standards Connection Joke Page Standards Connection Review Page Standards Connection Puzzle Page Standards Connection Sports Page Standards Connection PowerPoint® World News Holidays</p> |



| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <p>Reading Literature</p> <ul style="list-style-type: none"> Students will describe similarities and differences in the plot, events and characters between reading a story and experiencing a multimedia version of a similar story line. Students will experience various forms of literature having various themes and identifying similarities and differences. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will describe similarities and differences of a topic, person and detail between an informational text and a different multimedia version of a similar topic. Students will summarize key information from important U.S. texts of historical and literary significance. | <p>Reading Literature</p> <ul style="list-style-type: none"> With support, students will identify similarities and differences in the plot, events or characters between reading a story and experiencing a multimedia version of a similar storyline, character or event. Students will identify how two stories are similar or different. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will identify similarities and differences of a topic, person or detail between an informational text and a different multimedia version. Students will identify key information from important U.S. texts of historical and literary significance. | <p>Reading Literature</p> <ul style="list-style-type: none"> When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story. Students will select a book or story of personal preference. <p>Reading Informational Text</p> <ul style="list-style-type: none"> When presented with illustrations of a person or a detail from an informational text, select the matching person or detail from a different multimedia version of a similar topic. Students will make a selection of a key point from a significant U.S. document. |



| Standards for Reading Literature and Informational Text: Range and Level of Text Complexity | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 9th Grade (English I) | | 9th Grade (English I) |
| English I.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. |
| English I.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information from two texts to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | | STAAR Strand 2: Comprehension Skills Knowledge and Skills Statement Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. |
| 10th Grade (English II) | | 10th Grade (English II) |
| English II.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. |



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| <p>English II.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information from multiple texts to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | <p>STAAR Strand 2: Comprehension Skills Knowledge and Skills Statement Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p> |
| <p>11th Grade (English III)</p> | <p>11th Grade (English III)</p> |
| <p>English III.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> | |
| <p>English III.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purpose for reading assigned and self-selected texts; (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; (D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to understand key ideas; (H) synthesize information from a variety of text types to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down. | <p><i>STAAR Alternate 2 Essence Statements are not available for English III.</i></p> |
| <p>12th Grade (English IV)</p> | <p>12th Grade (English IV)</p> |
| <p>English IV.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> | <p><i>STAAR Alternate 2 Essence Statements are not available for English IV.</i></p> |



English IV.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to analyze key ideas;
- (H) synthesize information from a variety of text types to create new understanding;
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
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| <p>Reading Literature</p> <ul style="list-style-type: none"> Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books and fiction works that are adapted to student reading level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Read and use grade level and age-appropriate informational materials, including periodicals, articles, social studies and technical texts that are adapted to student reading level. | <p>Unique</p> | <p>Unique</p> |
| | <p>Reading Literature</p> <p>Leveled Book (Lesson 1) Simple Chapter Book (Lessons 3, 5, 7, 9, 11 and 13)</p> <p>Reading Informational Text</p> <p>Leveled Book (Lesson 1) Simple Chapter Book (Lessons 3, 5, 7, 9, 11 and 13) Trading Cards (Lesson 26) Core Task informational documents</p> | <p>Reading Literature</p> <p>ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library</p> <p>Reading Informational Text</p> <p>ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Science and Social Studies Courses n2y Library</p> |
| | <p>News2you</p> | <p>News2you</p> |
| | <p>Reading Informational Text</p> <p>Current Events News Page Recipe Page Sports Page World News Holidays</p> | <p>Reading Informational Text</p> <p>Worksheets: Recipe Ingredient Needs Extra Materials: Pledge of Allegiance Extra Materials: Star Spangled Banner Extra Materials: Holiday Songs</p> |



| n2y Differentiated Tasks | | |
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| Level 3 | Level 2 | Level 1 |
| <p>Reading Literature</p> <ul style="list-style-type: none"> Students will independently read literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level. | <p>Reading Literature</p> <ul style="list-style-type: none"> Students will read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level. | <p>Reading Literature</p> <ul style="list-style-type: none"> Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. <p>Reading Informational Text</p> <ul style="list-style-type: none"> Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level. |



| Standards for Writing: Text Types and Purposes | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 9th Grade (English I) | 9th Grade (English I) | |
| <p>English I.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts such as fiction and poetry using genre characteristics and craft; (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft; (C) compose argumentative texts using genre characteristics and craft; (D) compose correspondence in a professional or friendly structure. | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | |
| 10th Grade (English II) | 10th Grade (English II) | |
| <p>English II.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts such as fiction and poetry using genre characteristics and craft; (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft; (C) compose argumentative texts using genre characteristics and craft; (D) compose correspondence in a professional or friendly structure. | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | |
| 11th Grade (English III) | 11th Grade (English III) | |
| <p>English III.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts such as fiction and poetry using genre characteristics and craft; (B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft; (C) compose argumentative texts using genre characteristics and craft; (D) compose correspondence in a professional or friendly structure; (E) compose literary analysis using genre characteristics and craft; (F) compose rhetorical analysis using genre characteristics and craft. | <p><i>STAAR Alternate 2 Essence Statements are not available for English III.</i></p> | |
| 12th Grade (English IV) | 12th Grade (English IV) | |
| <p>English IV.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts such as fiction and poetry using genre characteristics and craft; (B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft; (C) compose argumentative texts using genre characteristics and craft; (D) compose correspondence in a professional or friendly structure; (E) compose literary analysis using genre characteristics and craft; (F) compose rhetorical analysis using genre characteristics and craft. | <p><i>STAAR Alternate 2 Essence Statements are not available for English IV.</i></p> | |



| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Generate paragraphs to analyze a topic, including supporting facts and evidence. ● Generate informative paragraphs, including a topic sentence, supporting facts or details and a concluding sentence. ● Generate narrative paragraphs, including a logical sequence of events, descriptive details and a reflective conclusion. | Unique | Unique |
| | Edit It (Lesson 16) Real-World Writing (Lesson 17) Topic Paragraph (Lesson 18) Oral Report (Lesson 27) Journal Writing (Lesson 30) Life Skills Application Lessons (Lessons 4, 6, 8, 10, 12 14) Core Task 1.6: Daily Buzz Core Tasks 2.2 and 2.3: Calendar and Weather Reports | Standards Connection |
| | News2you | News2you |
| | Think Page | Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will create one or more paragraphs, expressing an analysis of a topic or text with supporting reasons and clear evidence. ● Students will create one or more paragraphs, including a topic sentence with supporting facts, details and a concluding sentence. ● Students will create one or more paragraphs containing narrative elements, including a sequence of events and a reflective conclusion. | <ul style="list-style-type: none"> ● Students will select pictures with text to express an opinion with supporting reasons. ● Students will select pictures with text to create a written document containing factual sentences on a topic. ● Students will select pictures with text to create a logical sequence of events that tell a story. | <ul style="list-style-type: none"> ● Given a narrowed field or errorless choice(s) of pictures, students will make a selection of pictures to communicate an opinion. ● Given a narrowed field or errorless choice(s) of pictures, students will make a selection to communicate facts on a given topic. ● Given a narrowed field or errorless choice(s) of pictures, students will make a selection to tell a story sequence. |



| Standards for Writing: Production and Distribution of Writing | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 9th Grade (English I) | 9th Grade (English I) | |
| <p>English I.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: <ul style="list-style-type: none"> (i) using an organizing structure appropriate to purpose, audience, topic, and context; (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses; (D) edit drafts using standard English conventions, including: <ul style="list-style-type: none"> (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tense and active and passive voice; (iii) pronoun-antecedent agreement; (iv) correct capitalization; (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; (vi) correct spelling; (E) publish written work for appropriate audiences. | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | |
| 10th Grade (English II) | 10th Grade (English II) | |
| <p>English II.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: <ul style="list-style-type: none"> (i) using an organizing structure appropriate to purpose, audience, topic, and context; (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses; (D) edit drafts using standard English conventions, including: <ul style="list-style-type: none"> (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tense and active and passive voice; (iii) pronoun-antecedent agreement; (iv) correct capitalization; (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; (vi) correct spelling; (E) publish written work for appropriate audiences. | <p>STAAR Strand 6: Composition - Writing Process and Genres Knowledge and Skills Statement Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | |



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| 11th Grade (English III) | | 11th Grade (English III) |
| <p>English III.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: <ul style="list-style-type: none"> (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary; (C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences; (D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; (E) publish written work for appropriate audiences. | | <p>STAAR Alternate 2 Essence Statements are not available for English III.</p> |
| 12th Grade (English IV) | | 12th Grade (English IV) |
| <p>English IV.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: <ul style="list-style-type: none"> (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary; (C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences; (D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; (E) publish written work for appropriate audiences. | | <p>STAAR Alternate 2 Essence Statements are not available for English IV.</p> |
| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document. ● Use technology, including the internet, to compose a paragraph. | <p>Unique</p> <p>Edit It (Lesson 16) Real-World Writing (Lesson 17) Topic Paragraph (Lesson 18) Oral Report (Lesson 27) Journal Writing (Lesson 30) <i>Information gathering is built into various Life Skills Applications: (Lessons 4, 6, 8, 10, 12, and 14)</i> Core Task 1.6: Daily Buzz Core Tasks 2.2 and 2.3: Calendar and Weather Reports</p> | <p>Unique</p> <p>Standards Connection</p> |



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| | News2you Think Page | News2you Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will plan, edit and revise writing to strengthen written sentences. Students will select and use digital tools, including the Internet, to generate a paragraph. | <ul style="list-style-type: none"> With support, students will use pictures and text to plan, edit and revise a written sentence idea. With support, students will use digital tools, including the Internet, to generate multiple sentences. | <ul style="list-style-type: none"> Given a narrowed field or errorless choice(s) of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea. With support and adaptive tools, students will use digital tools to create a sentence. |



| Standards for Writing: Research to Build Knowledge | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 9th Grade (English I) | 9th Grade (English I) | |
| <p>English I.11 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (A) develop questions for formal and informal inquiry; (B) critique the research process at each step to implement changes as needs occur and are identified; (C) develop and revise a plan; (D) modify the major research question as necessary to refocus the research plan; (E) locate relevant sources; (F) synthesize information from a variety of sources; (G) examine sources for: <ul style="list-style-type: none"> (i) credibility and bias, including omission; (ii) faulty reasoning such as ad hominem, loaded language, and slippery slope; (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | <p><i>This standard is not addressed in the STAAR Alternate 2 Essence Statements, however, ULS provides these instructional targets for practice.</i></p> | |
| 10th Grade (English II) | 10th Grade (English II) | |
| <p>English II.11 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (A) develop questions for formal and informal inquiry; (B) critique the research process at each step to implement changes as needs occur and are identified; (C) develop and revise a plan; (D) modify the major research question as necessary to refocus the research plan; (E) locate relevant sources; (F) synthesize information from a variety of sources; (G) examine sources for: <ul style="list-style-type: none"> (i) credibility and bias, including omission; (ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or; (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | <p><i>This standard is not addressed in the STAAR Alternate 2 Essence Statements, however, ULS provides these instructional targets for practice.</i></p> | |



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| 11th Grade (English III) | | 11th Grade (English III) |
| <p>English III.11 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (A) develop questions for formal and informal inquiry; (B) critique the research process at each step to implement changes as needs occur and are identified; (C) develop and revise a plan; (D) modify the major research question as necessary to refocus the research plan; (E) locate relevant sources; (F) synthesize information from a variety of sources; (G) examine sources for: <ul style="list-style-type: none"> (i) credibility, bias, and accuracy; (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions; (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | <p><i>STAAR Alternate 2 Essence Statements are not available for English III.</i></p> |
| 12th Grade (English IV) | | 12th Grade (English IV) |
| <p>English IV.11 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (A) develop questions for formal and informal inquiry; (B) critique the research process at each step to implement changes as needs occur and are identified; (C) develop and revise a plan; (D) modify the major research question as necessary to refocus the research plan; (E) locate relevant sources; (F) synthesize information from a variety of sources; (G) examine sources for: <ul style="list-style-type: none"> (i) credibility, bias, and accuracy; (ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non sequitur; (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | <p><i>STAAR Alternate 2 Essence Statements are not available for English IV.</i></p> |
| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> ● Research and gather information from (adapted) literary or informational materials to answer a question or solve a problem. ● Generate a written text to summarize information from multiple sources; cite sources. | Unique | Unique |
| | <p>Oral Report (Lesson 27) <i>Information gathering is built into various Life Skills Applications: (Lessons 4, 6, 8, 10, 12, and 14)</i> Core Tasks 2.2 and 2.3: Calendar and Weather Reports</p> | <p>Standards Connection</p> |
| | News2you | News2you |
| | <p>Think Page</p> | <p>Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Group Interaction: Class News</p> |



| n2y Differentiated Tasks | | |
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| <i>Level 3</i> | <i>Level 2</i> | <i>Level 1</i> |
| <ul style="list-style-type: none"> ● Students will research and gather information from multiple print and digital sources to answer a question or solve a problem. ● Students will generate a report of one or more paragraphs to summarize information and list sources. | <ul style="list-style-type: none"> ● Students will collect information from print or digital sources to answer a question or solve a problem. ● Students will generate multiple sentences to summarize information. | <ul style="list-style-type: none"> ● Students will select a picture from a narrowed field or errorless choice(s) to contribute to a shared research. ● Students will select a picture from a narrowed field or errorless choice(s) to contribute to a shared writing task. |



| Standards for Writing: Range of Writing | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| Range of Writing is not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading. | | Range of Writing is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides this instructional target for practice. |
| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Participate routinely in supported writing activities, using conventional formats. | Unique Edit It (Lesson 16) Real-World Writing (Lesson 17) Topic Paragraph (Lesson 18) Oral Report (Lesson 27) Journal Writing (Lesson 30) Core Task 1.6: Daily Buzz Core Tasks 2.2 and 2.3: Calendar and Weather Reports | Unique Standards Connection |
| | News2you Think Page | News2you Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will write routinely for a range of discipline-specific tasks, purposes and audiences. | <ul style="list-style-type: none"> Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences. | <ul style="list-style-type: none"> Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences. |



| Standards for Speaking and Listening: Comprehension and Collaboration | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | STAAR Alternate 2 Essence Statements | |
| 9th Grade (English I) | | 9th Grade (English I) |
| <p>English I.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes; (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes; (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. | <p>STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> | |
| 10th Grade (English II) | | 10th Grade (English II) |
| <p>English II.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes; (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes; (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. | <p>STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> | |
| 11th Grade (English III) | | 11th Grade (English III) |
| <p>English III.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax; (B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately; (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. | <p><i>STAAR Alternate 2 Essence Statements are not available for English III.</i></p> | |
| 12th Grade (English IV) | | 12th Grade (English IV) |
| <p>English IV.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies; (B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately; (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. | <p><i>STAAR Alternate 2 Essence Statements are not available for English IV.</i></p> | |



| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> Initiate and participate in grade level and age-appropriate discussion on diverse topics to: <ul style="list-style-type: none"> express an opinion, share ideas and information and ask and respond to questions relevant to the topic. Identify information from multiple sources that contribute to making a decision. Identify a speaker's purpose and main ideas. | Unique | Unique |
| | <i>Target skills are applicable in all unit lessons.</i> Chapter Book discussion questions (Lessons 3, 5, 7, 9, 11 and 13) Core Task 3.0: Meeting Time Core Task 3.1: Current Events | ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | News2you | News2you |
| | Current Events News Page Recipe Page Joke Page Review Page Sudoku Sports Page | People and Places in the News Standards Connection Communication Board Extra Materials: Glad to Meet You Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will share information and opinions, ask and answer questions and make comments during a group discussion. Students will obtain information from two or more sources to reach a personal decision. Students will summarize information from a speaker's topic. | <ul style="list-style-type: none"> Students will use picture supports to share information and opinions, ask and answer questions and make comments during group discussions. Students will gather and compare information from two sources. Students will give a description of information, using picture supports from a speaker's topic. | <ul style="list-style-type: none"> Students will participate in conversational exchanges, using communication technology and picture supports. Students will make a choice when presented with two informational choices. Students will respond to questions related to a speaker's topic, using picture supports and communication technologies. |



| Standards for Speaking and Listening: Presentation of Knowledge and Ideas | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 9th Grade (English I) | | 9th Grade (English I) |
| English I.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. | | STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. |
| 10th Grade (English II) | | 10th Grade (English II) |
| English II.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. | | STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. |
| 11th Grade (English III) | | 11th Grade (English III) |
| English III.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. | | STAAR Alternate 2 Essence Statements are not available for English III. |
| 12th Grade (English IV) | | 12th Grade (English IV) |
| English IV.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. | | STAAR Alternate 2 Essence Statements are not available for English IV. |
| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Present information in an organized manner and appropriate to a task, an audience or a situation. Integrate media to enhance a presentation. Adapt communication, using formal or informal language to communicate effectively in a variety of contexts and tasks. | Unique <i>Reporting is applicable in many lessons, including life skills applications.</i> Topic Paragraph (Lesson 18) Oral Report (Lesson 27) Core Task 3.0: Meeting Time Core Task 3.1: Current Events | Unique ULS Instructional Guides: Active Participation Guidelines and Scripts |



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| | News2you People and Places in the News Joke Page Puzzle Page Sudoku Think Page Sports Page | News2you Current Events News Page Standards Connection Communication Board Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will communicate on a topic specific to the purpose and audience. Students will select and use multimedia components to enhance a presentation. Students will communicate by using formal or informal language specific to the task or topic. | <ul style="list-style-type: none"> Students will communicate on a topic specific to the purpose and audience, using picture supports. With support, students will add multimedia components to a presentation. Students will effectively communicate in a variety of contexts and tasks. | <ul style="list-style-type: none"> Students will communicate basic information on a topic or experience, using communication technology and picture supports. Students will participate in creating multimedia components to support a presentation. Students will communicate by using supported modes of expression. |



| Standards for Language: Conventions of Standard English | | Grade 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| Conventions of Standard English are not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading. | | Conventions of Standard English are not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides these instructional targets for practice. |
| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Apply conventions of grammar when speaking or writing. Apply correct capitalization and punctuation in sentences. Use correct spelling in writing sentences. | Unique | Unique |
| | Edit It (Lesson 16) Real-World Writing (Lesson 17) Topic Paragraph (Lesson 18) Oral Report (Lesson 27) Journal Writing (Lesson 30) | Standards Connection |
| | News2you | News2you |
| | Think Page | Think Page Standards Connection Joey's Locker: Parts of Speech |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will demonstrate conventions of grammar in spoken and written sentence forms. Students will demonstrate conventions of written language, including appropriate capitalization and ending punctuation. Students will demonstrate use of common spelling conventions in written language. | <ul style="list-style-type: none"> Students will create simple sentence forms in a grammatically correct order when speaking or writing. With support, students will identify beginning capital letters and ending punctuation in a written sentence. Students will spell familiar words with letter-sound matches. | <ul style="list-style-type: none"> With picture supports, students will combine two or more words during a shared writing or speaking activity. With support, students will locate capital letters and end punctuation in a sentence. With support, students will choose a correctly spelled word from a narrowed field or errorless choice(s). |



| Standards for Language: Knowledge of Language | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| Knowledge of Language is not addressed in the Texas Essential Knowledge and Skills for English Language Arts and Reading. | | Knowledge of Language is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides this instructional target for practice. |
| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
| <ul style="list-style-type: none"> Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts. | Unique Read and Comprehend (Lesson 2) Chapter Book story retell (Lessons 3, 5, 7, 9, 11 and 13) Edit It (Lesson 16) Real-World Writing (Lesson 17) Topic Paragraph (Lesson 18) Oral Report (Lesson 27) Journal Writing (Lesson 30) | Unique Standards Connection |
| | News2you Think Page | News2you Current Events News Page Standards Connection People and Places in the News Standards Connection Think Page Standards Connection Sports Page Standards Connection Group Interaction: Class News |
| | n2y Differentiated Tasks | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing. | <ul style="list-style-type: none"> Students will use conventions of language to generate a simple sentence when speaking or writing. | <ul style="list-style-type: none"> Students will use language to share an idea with others. |



| Standards for Language: Vocabulary Acquisition and Use | | Grades 9–12 |
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| Texas Essential Knowledge and Skills (TEKS) | | STAAR Alternate 2 Essence Statements |
| 9th Grade (English I) | | 9th Grade (English I) |
| <p>English I.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <ul style="list-style-type: none"> (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline based vocabulary; (B) analyze context to distinguish between the denotative and connotative meanings of words; (C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo. | | <p>STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> |
| 10th Grade (English II) | | 10th Grade (English II) |
| <p>English II.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <ul style="list-style-type: none"> (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline based vocabulary; (B) analyze context to distinguish among denotative, connotative, and figurative meanings of words; (C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état. | | <p>STAAR Strand 1: Developing and Sustaining Foundational Language Skills Knowledge and Skills Statement Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> |
| 11th Grade (English III) | | 11th Grade (English III) |
| <p>English III.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <ul style="list-style-type: none"> (A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary; (B) analyze context to draw conclusions about nuanced meanings such as in imagery; (C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi. | | <p><i>STAAR Alternate 2 Essence Statements are not available for English III.</i></p> |
| 12th Grade (English IV) | | 12th Grade (English IV) |
| <p>English IV.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <ul style="list-style-type: none"> (A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary; (B) analyze context to draw conclusions about nuanced meanings such as in imagery; (C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor. | | <p><i>STAAR Alternate 2 Essence Statements are not available for English IV.</i></p> |



| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
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| <ul style="list-style-type: none"> ● Use reference materials (dictionaries [printed/online], glossaries) to determine the meaning and part of speech of unknown words. ● Use reference materials (dictionaries [printed/online], thesauruses) to determine a synonym for a word. ● Use reference materials (dictionaries [printed/online], glossaries) to determine the pronunciation of unknown words. ● Use words acquired through academic and domain-specific sources when speaking and writing. ● Use context clues (e.g., synonyms, antonyms, more details, the restated word or the overall meaning of the sentence or paragraph) in a story, play or poem to determine the meaning of unknown and multiple meaning words. ● Identify and interpret figurative language (e.g., similes, metaphors, personification, hyperbole, paradox, euphemism, oxymoron). | Unique | Unique |
| | Read and Comprehend (Lesson 2) Life Skills Applications (Lessons 4, 6, 8, 10, 12 and 14) Word Study (Lesson 15) | ULS Instructional Tools: Vocabulary Standards Connection |
| | News2you | News2you |
| | Words Page | Game Page Standards Connection Worksheets: Sense Matrix Core Worksheets: Word Sort Core Worksheets: Webbing |
| n2y Differentiated Tasks | | |
| Level 3 | Level 2 | Level 1 |
| <ul style="list-style-type: none"> ● Students will use reference materials, such as a glossary or a dictionary, to verify the meaning and part of speech of an unknown word. ● Students will use reference materials, such as a thesaurus or dictionary, to find a synonym for a word. ● Students will use reference materials, such as a glossary or a dictionary, to find the pronunciation of an unknown word. ● Students will independently use vocabulary words in conversation and in writing. ● Students will identify the meaning of words with multiple meanings and recognize figurative language. ● Students will independently identify the meaning of figurative language using clues from words and sentences. | <ul style="list-style-type: none"> ● Students will select pictures or words in a dictionary to verify a definition and part of speech of a word. ● Students will select a picture or word whose meaning is similar to that of another word. ● Students will find the correct pronunciation of a word when presented with a glossary or a dictionary. ● Students will select text or pictures of key vocabulary words as part of a discussion or writing with support. ● Students will point to pictures or words to match a description within a text passage. ● Students will identify figurative meanings of text with support. | <ul style="list-style-type: none"> ● Given a narrowed field or errorless choice(s), students will make a selection to indicate a picture of a word that is in a dictionary. ● Given a narrowed field or errorless choice(s), students will make a selection to indicate a picture of a word whose meaning is similar to that of another word. ● Given a narrowed field or errorless choice(s), students will make a selection to indicate a picture of a word with pronunciation that is in a dictionary. ● Students will make a selection to indicate a picture of a key vocabulary word within a text or to make a sentence. ● Students will identify a named picture related to the unit topic from a narrowed field or errorless choice(s). ● Students will make a selection to indicate words or a picture that represents the figurative meaning of text from a narrowed field or errorless choice(s). |