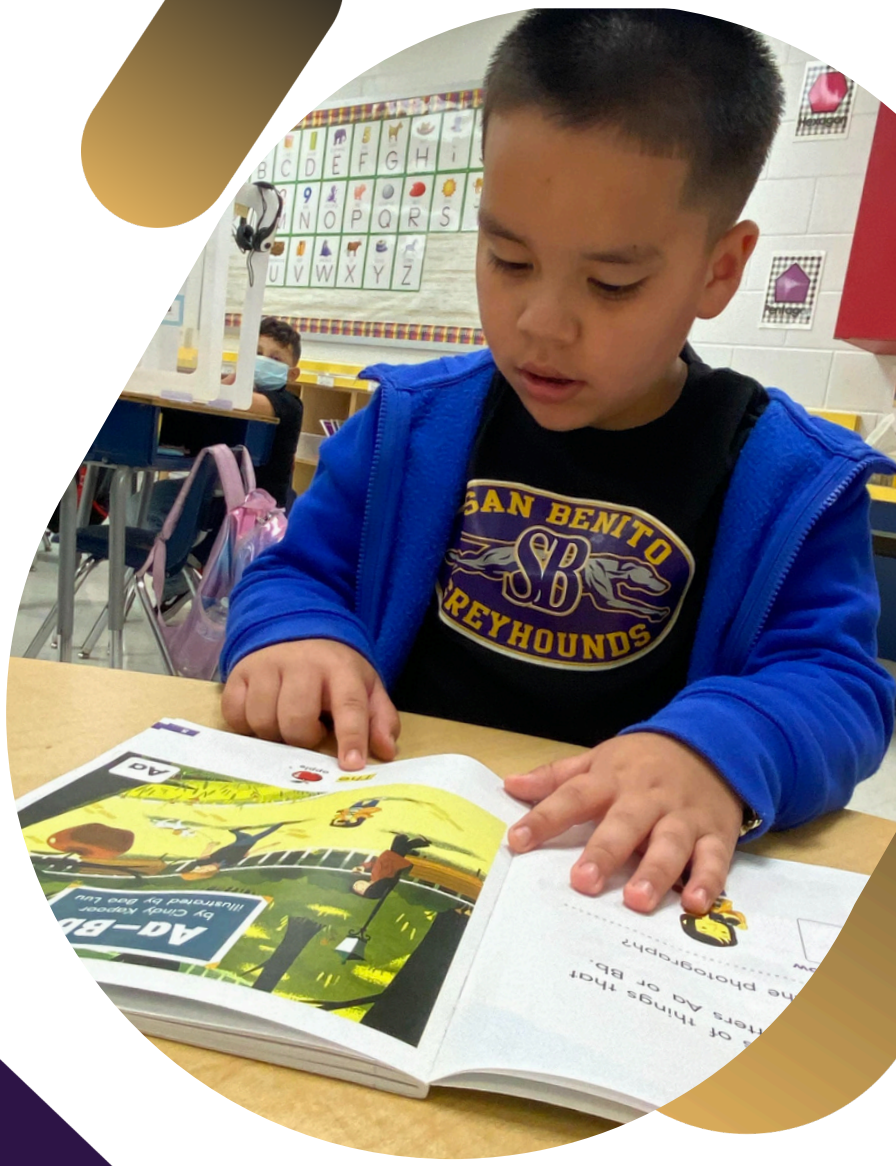
SAN BENITO SCHOOLS




# ELEMENTARY RLA INSTRUCTIONAL CURRICULUM GUIDE

## 1ST-5TH

Department of Elementary Instructional Implementation

# DISTRICT VISION

## THE VISION OF THE SAN BENITO CISD IS TO BE THE GOLD STANDARD IN ALL AREAS OF PUBLIC EDUCATION.

# DISTRICT MISSION

THE MISSION OF THE SAN BENITO CISD IS TO PROVIDE A PREMIER EDUCATION FOR ALL STUDENTS, THROUGH A POSITIVE AND SAFE LEARNING ENVIRONMENT, SO THAT ITS GRADUATES ARE COLLEGE, CAREER, MILITARY, AND WORKFORCE READY.

# San Benito Consolidated Independent School District

# 2024-2025 SCHOOL CALENDAR

## JULY 2024

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

## AUGUST 2024

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## SEPTEMBER 2024

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

## OCTOBER 2024

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

## NOVEMBER 2024

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

## DECEMBER 2024

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

## JANUARY 2025

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

## FEBRUARY 2025

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

## MARCH 2025

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

## APRIL 2025

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

## MAY 2025

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## JUNE 2025

| S | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

## SCHOOL START / END TIMES

| | |
|---|---|
| Elementary | 7:45 AM - 3:15 PM |
| Middle School | 8:10 AM - 3:55 PM |
| High School | 8:20 AM - 4:30 PM |

## EARLY RELEASE START / END TIMES

| | |
|---|---|
| Elementary | 7:45 AM - 12:15 PM |
| Middle School | 8:10 AM - 1:10 PM |
| High School | 8:20 AM - 1:45 PM |

## INSTRUCTIONAL PERIODS

| | | |
|---|---|---|
| August 01, 2024 | – | First Day for Teachers |
| **August 12, 2024** | – | **First Day for Students** |
| December 20, 2024 | – | End of First Term |
| January 07, 2025 | – | Start of Second Term |
| **May 29, 2025** | – | **Last Day for Students** |
| May 30, 2025 | – | Last Day for Teachers |
| May 30, 2025 | – | Graduation Day |

## GRADING PERIODS

ALL CAMPUSES { 175 Days }

| First Term = 85 | Second Term = 90 |
|---|---|
| Aug. 12 - Oct. 09 = 42 | Jan. 07 - March 07 = 39 |
| Oct. 14 - Dec. 20 = 43 | March 17 - May 29 = 51 |

## TOTAL NUMBER OF MINUTES

Elementary = 78,030 Middle School = 80,715
High School = 85,090

## TEACHER PREPARATION DAYS

**New Teacher Orientation** | July 30-31, 2024
**Staff Meetings/Development** | August 01, 05-07, 2024; Jan. 20 & May 30, 2025
**Teacher Work Days** | Aug. 02, 08-09, 2024; Jan. 06, 2025

## HOLIDAYS

| | | |
|---|---|---|
| Labor Day | – | September 02, 2024 |
| October Mini Break | – | October 11 & 14, 2024 |
| Thanksgiving | – | November 25-29, 2024 |
| Christmas & New Year | – | Dec. 23, 2024 - Jan. 3, 2025 |
| February Mini Break | – | February 07 & 10, 2025 |
| Spring Break | – | March 10-14, 2025 |
| Easter | – | April 18 & 21, 2025 |
| Memorial Day | – | May 26, 2025 |

## WEATHER MAKE-UP DAYS

October 10, 2024 February 06, 2025

## LEGEND

Early Release Days [**Students Only**]: November 22, 2024; December 20, 2024; March 07, 2025; May 29, 2025

SBCISD Learning Days [**No School for Students**]: September 23, 2024 and February 24,2025

Graduation Day: May 30, 2025

## TEXAS EDUCATION AGENCY TESTING DATES

### STAAR EOC Window

12/03/2024 - 12/13/2024

| | |
|---|---|
| **December 03** | English I |
| **December 04** | English II |
| | Biology |
| **December 05** | Algebra I |
| | U.S. History |

### TELPAS Window

02/17/2024 - 03/28/2025

TELPAS Grades K-12
Listening, Speaking, Reading & Writing

### STAAR Alternate 2 Window

03/17/2025 - 04/18/2025

Grades 3-8 and EOC Assessments

### STAAR

| | |
|---|---|
| **April 08** | Grades 3-8 Reading Language Arts |
| | English I EOC |
| **April 09** | English II EOC |

*All make-ups are to be completed by April 18, 2025.*

| | |
|---|---|
| **April 15** | Grades 5 & 8 Science |
| | Biology EOC |
| **April 16** | Grade 8 Social Studies |
| | U.S. History EOC |

*All make-ups are to be completed by April 25, 2025.*

| | |
|---|---|
| **April 22** | Grades 3-8 Mathematics |
| | Algebra 1 EOC |

*All make-ups are to be completed by May 02, 2025.*

### STAAR EOC Window

06/17/2025 - 06/27/2025

| | |
|---|---|
| **June 17** | English I |
| **June 18** | English II |
| | Biology |
| **June 19** | Algebra I |
| | U.S. History |

**Board Approved: February 20, 2024**

# OUR SCHOOLS

## Angela G. Leal Elementary

*Diane Jacquez, Principal*

Contact: (956) 276-5055 | djacquez@sbcisd.net

## Dr. Cash Elementary

*Esequiel Rodriguez, Principal*

Contact: (956) 361-6700 | erodriguez4@sbcisd.net

## Dr. Raul Garza, Jr. STEAM Academy

*Victor Monreal, Principal*

Contact: (956) 361-6900 | vmmonreal@sbcisd.net

## Ed Downs Fine Arts Academy

*Alan Larralde, Principal*

Contact: (956) 361-6720 | alarralde@sbcisd.net

## Fred Booth Global Leadership Academy

*Gabrielle Ocumarez, Principal*

Contact: (956) 361-6860 | gocumarez@sbcisd.net

## Frank Roberts Elementary

*Lupita Monsevalles, Principal*

Contact: (956) 361-6740 | lmonsevalles@sbcisd.net

## La Encantada Elementary

*Sylvia Garcia, Principal*

Contact: (956) 361-6760 | scgarcia@sbcisd.net

## La Paloma Elementary

*Dr. Lucas Gomez, Principal*

Contact: (956) 361-6780 | lagomez@sbcisd.net

## Judge Oscar de la Fuente Elementary

*Rolando Diaz, Principal*

Contact: (956) 361-6820 | rdiaz2@sbcisd.net

## Rangerville Elementary

*Julie Aguilera, Principal*

Contact: (956) 361-6840 | mjaguilera@sbcisd.net

## Sullivan Environmental Science Academy

*Dr. Cynthia Clayborn, Principal*

Contact: (956) 361-6880 | ccclayborn@sbcisd.net

## Greyhounds Online Academy

*Kandra Turner, Administrator*

Contact: (956) 361-6700 | kmturner@sbcisd.net

# Reading Language Arts (RLA)

The San Benito CISD Reading Language Arts (RLA) course combines explicit instruction, guided and collaborative practice, and independent reading and writing to build the foundation for strategic reading, writing, and analytical thinking. The goal of the RLA course is to develop students who can read, write, listen, speak, and think critically for a variety of purposes with increasing complexity across multiple genres and content areas.

## The Components of Reading

### Phonemic Awareness

Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words.

### Phonics

The goal of phonics is to enable beginning readers to decode new written words by sounding them out, or in phonics terms, blending the sound-spelling patterns

### Fluency

The ability to read with automaticity, accuracy with meaningful expression that enhances the meaning of the text.

### Vocabulary

The knowledge of understanding words, including their structure (morphology), use (grammar), meanings (semantics), and the relationships to other words.

### Comprehension

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

### Writing

The process of recording thoughts to communicate meaning for a specific purpose to an intended audience.

# San Benito Schools Elementary RLA Instructional Block



## K-2 Reading Language Arts Daily 120-minutes

**10**

- **Phonemic Awareness**
- **Heggerty**

---

**10**

- **Direct Instruction**
- **Saxon Phonics - Lesson Warm Up**

---

**50**

### Reading Workshop

- **Saxon Phonics-New Increment**
- **Guided Reading - HMH Rigby**
- **Workstations to include reading, writing, word study, Amplify Reading**

---

**10**

- **Exit Ticket**
- **Reflection**

---

**40**

### Writers Workshop

**• Direct Instruction (10 min) Modeled Writing/Writing Demonstration, Shared Writing, Grammar Mini-Lesson**
**• Application (25-30 min) Writing Conferences, Guided Writing/Small Group Instructionndependent Writing**

# San Benito Schools Elementary RLA Instructional Block



## 3-5 Reading Language Arts Daily 120-minutes

**10**

- **Word Study (RA Module 8)**
- **LoneStar Learning**

---

**60**

## Reading Workshop

**Direct Instruction (20 min)**

- Modeled Reading/Interactive Read-aloud
- Shared Reading

**Application (18-22 min)**

- Reading Conferences
- Guided Reading/Small Group Instruction-HMH Rigby
- Independent Reading or Word Study Practice

---

**10**

- **Exit Ticket**
- **Text-based Evidence Writing**

---

**40**

## Writers Workshop

**Direct Instruction (10 min)**

- Modeled Writing/Writing Demonstration, Shared Writing, Grammar Mini-Lesson

**Application (25-30 min)**

- Writing Conferences, Guided Writing/Small Group Instruction and independent Writing

# 2024-2025
# EXEMPLAR CLASS SCHEDULE

| TIME | SUBJECT |
|---|---|
| 7:15-7:45 | MORNING WORK |
| 7:45-9:45 | READING-LANGUAGE ARTS |
| 9:45-11:15 | MATH |
| 11:15-12:00 | SOCIAL STUDIES |
| 12:00-12:15 | * DIGITAL SUPPORT |
| 12:1512:45 | LUNCH |
| 12:45-1:00 | RECESS |
| 1:00-1:45 | PE/SPECIALS |
| 1:45-2:00 | * READ-ALOUD |
| 2:00-2:45 | SCIENCE |
| 2:45-3:15 | ACCELERATED INSTRUCTION / ENRICHMENT |
| 3:15 | DISMISSAL |





*30 minutes to be used at principal's discretion

# DISTRICT RESOURCES

| Digital Platform | Description | Target Use |
|---|---|---|
| HelloID Cloud. Identity. Access. | **Single Sign On platform** | Students, Teachers, and Administrators |
| Clever | **Single Sign On platform** (Inside Hello ID) | Students, Teachers, and Administrators |
| | | |
| **INSTRUCTIONAL TOOLS** | | |
| Google Apps For Education | Classroom, Drive, Docs, Sheets, Slides, Forms | Use **as needed** for instructional planning and classroom instruction. |
| nearpod | **Nearpod** is a website and app-based digital tool that lets teachers create slide-based learning resources that are interactive for students to engage with and learn from. | Use **as needed** for instructional planning and classroom instruction. |

## ELEMENTARY RESOURCES

| | | |
|---|---|---|
| **TIER 1 SUPPORT** | | |
| PreK ON MY WAY | **Scholastic PreK On My Way** is a new comprehensive program developmentally appropriate model for learning fundamental math, literacy, and language skills through literature and ac vi es that explore various content areas: Science, Social Studies, Technology, Fine Arts, and Physical Development. Available in English and Spanish that invites every child to take the first steps on their learning adventure through songs, games, and books. | Use **daily** for **PK3** instructional planning and class instruction with students |
| Three Cheers for Pre-K | **SAAVAS Three Cheers for Pre-K** helps you get young children ready for Grade K! Skills-based experiences and purposeful play initiate learning around quality children's literature. It's fun and effective with multisensory activities and amazing interactive digital content. | Use **daily** for **PK4** instructional planning and class instruction with students |
| Heggerty | The daily activities in the **Heggerty Phonemic Awareness** curriculum provide students with oral and auditory to develop these essential reading skills. | For **daily** instructional planning and class instruction with **PK-2nd** students |
| SAXON Phonics and Spelling K-3 | **Saxon Phonics** is used to establish early learners' foundational literacy skills. Students continually review and are frequently assessed on previously introduced phonics and spelling concepts, even as they encounter new increments of instruction. | Use **daily** for instructional planning and class instruction with students **K-2.** |

| | | | |
|---|---|---|---|
| TIER 1 SUPPORT | HMH into Reading | **HMH Into Reading** for Grades K–5 addresses all areas of early literacy with an evidence-based scope and sequence to develop fluent, automatic readers. | Use **daily** for instructional planning and class instruction with students in **K-5** |
| | HMH Writable | **Writable®** is a comprehensive writing platform that helps Grades 2–12 teachers grow great writers through writing practice, targeted feedback, and assessments. | Use **daily** for instructional planning and class instruction with **2nd - 5th grade** students |
| |   | **enVision®** is a proven-effective math series, is used in math classrooms everywhere. Deep conceptual understanding is aided by visual models, personalized learning, and 3-act tasks. Vertical alignment from Kindergarten through Grade 12 helps schools address mathematical standards. | Use **daily** for instructional planning and class instruction with students **K-5.** |
| | PEARSON myWorld Social Studies | **SAAVAS myWorld** is a K–5 social studies encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Create active, responsible citizens who can make a difference now. | Use **daily** for instructional planning and class instruction in **K-5** |
| | HMH Into Science® | **HMH Into Science** inspire K–5 students to think like scientists with phenomenon-driven, hands-on activities. It supports student-centered learning during teachers' dedicated science instruction, or integrated into ELA time. | Use **daily** for instructional planning and class instruction with students in **K-5** |
| | **PE pending** | | |
| | Age of Learning® Creators of ABCmouse | **Age of Learning** is designed to meet the specific needs and developmental levels of early childhood learners with interactive, engaging activities with exploration, manipulation of objects and problem-solving. | Use **daily** for instructional planning and class instruction for **PK3 and PK4** students |
| DIGITAL SUPPORT | Amplify. Boost Reading | **Amplify Boost** Reading helps K–2 educators meet the needs of every reader with personalized literacy instruction based in the Science of Reading. This Amplify reading curriculum fits into any learning model and provides actionable growth insights along the way. | At least **30 minutes a week** in the **K-2** class |
| | Amplify. Intervention | **Amplify mCLASS® Intervention** follows a research-based skills progression and uses software to analyze results, form small groups, build engaging lessons for each group, and update skill profiles and groups every 10 days. | At least **30 minutes a week** in the **K-2** class with Tier 2 and Tier 3 students |
| | Progress Learning | **Progress Learning** is a full K5 supplemental learning platform to increase comprehension and engagement with students | Use **daily** for **K-5** instructional planning and class instruction with students |

| | | | |
|---|---|---|---|
| DIGITAL SUPPORT |  | **Imagine Math** is an anytime, anywhere supplemental math practice that motivates students in Pre-K through Geometry. | **PK-2nd:** 45 minutes per week **3rd +:** 60-90 minutes per week |
| |  | **Flocabulary** builds academic vocabulary and comprehension through rigorous and authentically engaging instructional experiences. | Use **as needed** for **K-5** classroom instruction |
| |  | **SUMMIT K12** supports English learners and students struggling to read or write to those who just need a little extra practice to master science or reading/language arts concepts and gain confidence ahead of state assessments. Summit K12's online, standards-based supplemental curriculum will close gaps and ensure growth for all students. | At least **30-40 minutes a week with bilingual and denial students.** |
| |  | **Accelerated Reader** is a library software that motivates, monitors, and manages students' independent reading practice. You guide students while engaging in quizzes and activities to help hone students' reading skills with authentic practice - encouraging growth. | Routinely in the PK-5 class |
| |  | **Branching Minds**is an Informational platform that provides actionable data, collaboration tools, and a library of research-based interventions so that educators can focus on helping students succeed. | K-5 teachers and admin for documentation purposes. |
| ASSESSMENT RESOURCES |  | **The CIRCLE Progress Monitoring System** is a web-based, prekindergarten assessment system housed on the CLI Engage platform. The system is used by preK teachers to determine their student's knowledge in key developmental areas | 3 times per school year |
| |  | **NWEA map** is the most trusted interim assessment for performance and growth in math, reading, language usage, and science in grades K-5<br><br>*Teacher Incentive Allotment Submission | 3 times per school year |
| |  | **Amplify** is utilized as a benchmark assessment to measure students three times per year in RLA. | 3 times per school year |
| |  | **Eduphoria** is a suite of online tools to help schools manage assessments, curriculum, staff development and evaluation in addition to helping schools monitor student progress. The suite of integrated apps creates a collaborative platform for educators to assist in the development of a quality education that supports student growth. | Teacher or district created assessments as needed |
| |  | STAAR is the state's testing program and is based on state curriculum standards in core subjects including RLA, mathematics, science, and social studies. | 3rd-5th grade End of school year |

# INSTRUCTION

**San Benito CISD uses a variety of research-based instructional methods and strategies to support successful student outcomes determined by content area, grade-level, and student need(s).**

- Use a gradual release/workshop model (I do, we do, you do) as a structure for student learning to allow for **direct teaching, modeling, guided practice, independent work time, differentiation, and reflection** (closure).
- **Focus on content standards and academic vocabulary** to actively engage students in academic discourse so they can critically read, write, and communicate in all content areas.
- Use **questioning strategies** to foster student conversation and engagement while modeling metacognitive strategies to help students recognize, monitor, and self-assess understanding and performance.
- Give **specific, meaningful, relevant, and timely feedback** to students on a consistent basis to help guide their learning and mastery of goals.
- Use a variety of **formative assessments** to measure student learning and understanding to effectively adjust and differentiate instruction based on the needs of students.

# PLANNING

- Use **backward design** to plan standards-based lessons with clear learning targets that outline student success.
- Use resources to plan lessons and strategies to ensure that students succeed at the language and **level of the standard while making relevant connections to real-world situations.**
- **Work together** in professional learning communities (PLCs) to design engaging lessons, high-level questions, and rigorous student tasks.
- Plan for formative assessment to **monitor student progress** and guide instruction during the lesson cycle.

# CLASSROOM ENVIRONMENT

- Build **systems and routines** to create structures that ensure student responsibility, ownership, and independence.
- Establish norms that encourage **risk-taking, resilience, collaboration, and respect** for thinking by aligning lessons to the vision of SBCISD.
- Build **learning communities** that engage in authentic learning experiences through rigorous academic expectations to meet the academic, social, and emotional needs of each student.
- Use instructional materials from the SBCISD curriculum resource list.
- **Evidence of learning** is displayed in classrooms (learning target, anchor charts, vocabulary, student work, etc.)

# RLA INSTRUCTIONAL ROUTINES

Grades 1-2

## CLASSROOM DISPLAYS

- Sound wall/alphabet
- Anchor charts
- Student exemplars
- Authentic student writing
- Goals/Class data wall
- _____
- _____

## ROUTINES

- Science of Reading Guided/small reading (daily, decodables): small group; station activity; online
- Take-home readers (weekly, printable decodables)
- Phonemic awareness (Heggerty)
- Saxon Phonics (coding and explicitness of instruction; blending/segmenting)
- Application of knowledge (integrate writing here)
    a. Journal Writing
        i. Content-based (Short Constructed Response)
    b. Writing process- end of unit/composition/essay
- Student portfolios
- _____
- _____

# RLA INSTRUCTIONAL ROUTINES

Grades 3-5

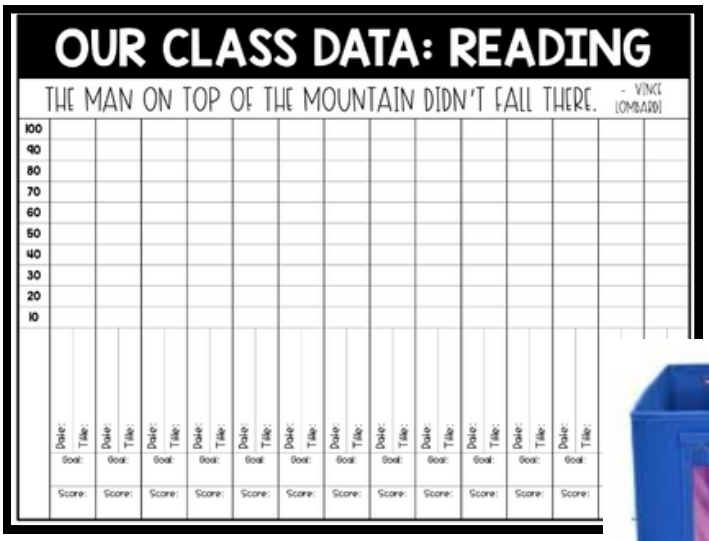
## CLASSROOM DISPLAYS

- RACES writing strategy for ECR
- Testing mnemonic devices (UNWRAP, PROVE, PRESTO...)
- Annotated student exemplars
- Academic Vocabulary Wall
- Class data wall
- Goals
- Student work
- Anchor charts

## ROUTINES

- Word Study
- Journaling activities
- Bell ringers/warm-ups: Content vocabulary; revising/editing
- Interactive notebook
- Respond to Text
- Writing/Composition: Writing process explicitly taught
- Scaffolding (gradual release model/graphic organizers)
- RACES
- RLA Performance Assessments (passages, full prompt practice monthly/end of unit)
- Vertical alignment to analyze student writing samples (every 9 weeks)
- Student portfolios (data and class work)

# RLA INSTRUCTIONAL SUPPORT MATERIALS

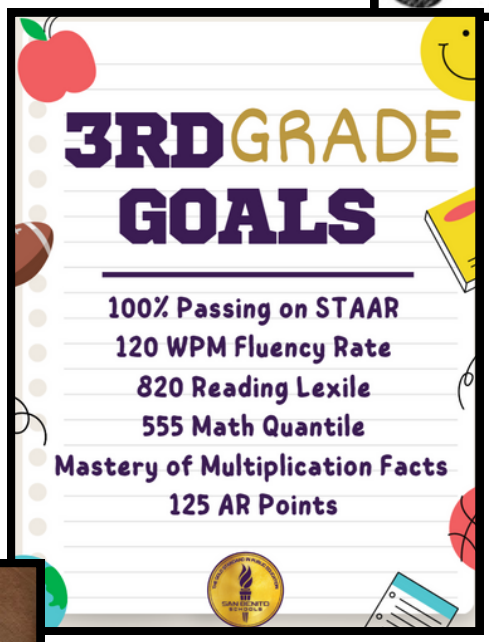






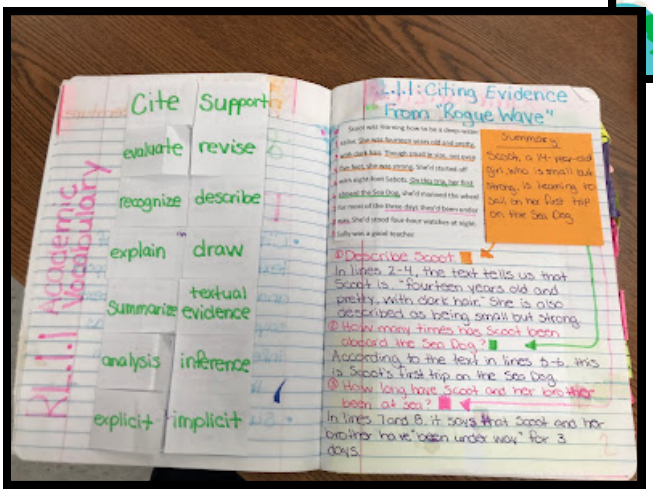


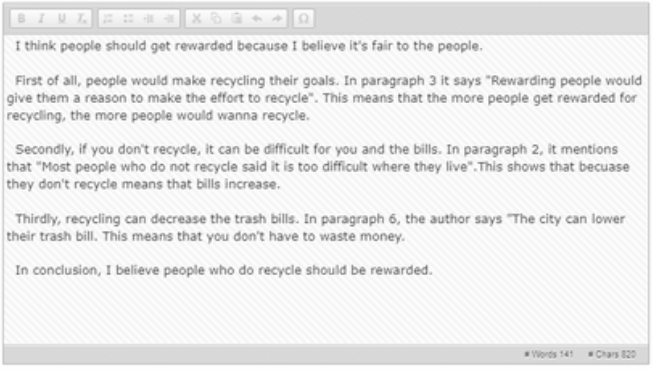

| | | |
|---|---|---|
| RA | RESTATE & ANSWER | In _____, by _____ |
| CE | CITE & EXPLAIN | First, _____<br>According to the text, _____<br>The evidence shows _____ |
| S | SUM IT UP | In conclusion, _____ |











I think people should get rewarded because I believe it's fair to the people.

First of all, people would make recycling their goals. In paragraph 3 it says "Rewarding people would give them a reason to make the effort to recycle". This means that the more people get rewarded for recycling, the more people would wanna recycle.

Secondly, if you don't recycle, it can be difficult for you and the bills. In paragraph 2, it mentions that "Most people who do not recycle said it is too difficult where they live".This shows that becuase they don't recycle means that bills increase.

Thirdly, recycling can decrease the trash bills. In paragraph 6, the author says "The city can lower their trash bill. This means that you don't have to waste money.

In conclusion, I believe people who do recycle should be rewarded.

Words 141 Chars 820

THE GOLD STANDARD IN PUBLIC EDUCATION

SAN BENITO SCHOOLS

# RLA TEKS handbook

WITH PREVIEW OF 6TH

## TABLE OF CONTENTS


| | |
|---|---|
| INTRODUCTION | 2 |
| ELAR TEKS VERTICAL ALIGNMENT | |
| STRAND 1: DEVELOPING AND SUSTAINING FOUNDATIONAL LANGUAGE SKILLS | |
| SUB-STRAND: ORAL LANGUAGE | 3 |
| SUB-STRAND: BEGINNING READING AND WRITING | 4 |
| SUB-STRAND: VOCABULARY | 7 |
| SUB-STRAND: FLUENCY | 8 |
| SUB-STRAND: SELF-SUSTAINED READING | 8 |
| STRAND 2: COMPREHENSION SKILLS | 9 |
| STRAND 3: RESPONSE SKILLS | 10 |
| STRAND 4: MULTIPLE GENRES | |
| SUB-STRAND: LITERARY ELEMENTS | 11 |
| SUB-STRAND: GENRES | 12 |
| STRAND 5: AUTHOR'S PURPOSE AND CRAFT | 13 |
| STRAND 6: COMPOSITION | |
| SUB-STRAND: WRITING PROCESS | 14 |
| SUB-STRAND: GENRES | 16 |
| STRAND 7: INQUIRY AND RESEARCH | 17 |


## ELAR INTRODUCTION

*19 TAC Chapter 110 (adopted 2017)*

### Kindergarten – 5th Grade

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

# STRAND 1: DEVELOPING AND SUSTAINING FOUNDATIONAL LANGUAGE SKILLS

**SUB-STRAND:**

**ORAL LANGUAGE**

Listening, speaking, discussion, and thinking—**oral language**. The student develops oral language through listening, speaking, and discussion. The student is expected to:

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| *K.1* | *1.1* | *2.1* | *3.1* | *4.1* | *5.1* | *6.1* |
| **(A)** listen actively and ask questions to understand information and answer questions using multi-word responses | **(A)** listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses | | **(A)** listen actively, ask relevant questions to clarify information, and make pertinent comments | | **(A)** listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments. | **(A)** listen actively to interpret a message, ask clarifying questions, and respond appropriately |
| **(B)** restate and follow oral directions that involve a short, related sequence of actions | **(B)** follow, restate, and give oral instructions that involve a short, related sequence of actions | | **(B)** follow, restate, and give oral instructions that involve a series of related sequences of action | | **(B)** Follow, restate, and give oral instructions that include multiple action steps. | **(B)** follow and give oral instructions that include multiple action steps |
| **(C)** share information and ideas by speaking audibly and clearly using the conventions of language | **(C)** share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language | **(C)** share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language | **(C)** speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | **(C)** express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | **(C)** give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively | **(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 |
| **(D)** work collaboratively with others by following agreed-upon rules for discussion, including taking turns | **(D)** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions | **(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 | **(D)** work collaboratively with others by following agreed-upon rules, norms, and protocols | **(D)** work collaboratively with others to develop a plan of shared responsibilities | | **(D)** participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement |
| **(E)** develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants | **(E)** develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings | **(E)** develop social communication such as distinguishing between asking and telling | **(E)** develop social communication such as conversing politely in all situations | | | |

# STRAND 1: DEVELOPING AND SUSTAINING FOUNDATIONAL LANGUAGE SKILLS

**SUB-STRAND:**
**BEGINNING READING & WRITING**

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:

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| *K.2* | *1.2* | *2.2* | *3.2* | *4.2* | *5.2* | *N/A* |
| **(A)** demonstrate phonological awareness by:<br><br>**(i)** identifying and producing rhyming words<br><br>**(ii)** recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound<br><br>**(iii)** identifying the individual words in a spoken sentence<br><br>**(iv)** identifying syllables in spoken words<br><br>**(v)** blending syllables to form multisyllabic words<br><br>**(vi)** segmenting multisyllabic words into syllables<br><br>**(vii)** blending spoken onsets and rimes to form simple words<br><br>**(viii)** blending spoken phonemes to form one-syllable words<br><br>**(ix)** manipulating syllables within a multisyllabic word<br><br>**(x)** segmenting spoken one-syllable words into individual phonemes | **(A)** demonstrate phonological awareness by:<br><br>**(i)** producing a series of rhyming words<br><br>**(ii)** recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound<br><br>**(iii)** distinguishing between long and short vowel sounds in one-syllable words<br><br>**(iv)** recognizing the change in spoken words when a specified phoneme is added, changed or removed<br><br>**(v)** blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends<br><br>**(vi)** manipulating phonemes within base words<br><br>**(vii)** segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends<br><br>**(vi)** manipulating phonemes within base words; and<br><br>**(vii)** segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; | **(A)** demonstrate phonological awareness by:<br><br>**(i)** producing a series of rhyming words<br><br>**(ii)** distinguishing between long and short vowel sounds in one-syllable and multi-syllable words<br><br>**(iii)** recognizing the change in spoken words when a specified phoneme is added, changed, or removed<br><br>**(iv)** manipulating phonemes within base words | | | | continued on page 5 |

# STRAND 1: DEVELOPING AND SUSTAINING FOUNDATIONAL LANGUAGE SKILLS

## SUB-STRAND:

**BEGINNING READING & WRITING *(cont'd)***

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| **(B)** demonstrate and apply phonetic knowledge by:<br><br>**(i)** identifying and matching the common sounds that letters represent<br><br>**(ii)** using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words<br><br>**(iii)** recognizing that new words are created when letters are changed, added, or deleted such as it – pit – tip – tap<br><br>**(iv)** identifying and reading at least 25 high frequency words from a research-based list | **(B)** demonstrate and apply phonetic knowledge by:<br><br>**(i)** decoding words in isolation and in context by applying common letter sound correspondences<br><br>**(ii)** decoding words with initial and final consonant blends, digraphs, and trigraphs<br><br>**(iii)** decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables<br><br>**(iv)** using knowledge of base words to decode common compound words and contractions<br><br>**(v)** decoding words with inflection endings, including –ed, -s, and –es<br><br>**(vi)** identifying and reading at least 100 high frequency words from a research-based list | **(B)** demonstrate and apply phonetic knowledge by:<br><br>**(i)** decoding words with short, long, or variant vowels, trigraphs, and blends<br><br>**(ii)** decoding words with silent letters such as knife and gnat<br><br>**(iii)** decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables<br><br>**(iv)** decoding compound words, contractions, and common abbreviations<br><br>**(v)** decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV<br><br>**(vi)** decoding words with prefixes, including un-, re-, and dis-, and inflection endings, including –s, -es, -ed, -ing, -er, and –est<br><br>**(vii)** identifying and reading high frequency words from a research-based list | **(A)** demonstrate and apply phonetic knowledge by:<br><br>**(i)** decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;<br><br>**(ii)** decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;<br><br>**(iii)** decoding compound words, contractions, and abbreviations;<br><br>**(iv)** decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;<br><br>**(v)** decoding words using knowledge of prefixes;<br><br>**(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<br><br>**(vii)** identifying and reading high-frequency words from a research-based list | **(A)** demonstrate and apply phonetic knowledge by:<br><br>**(i)** decoding words with specific orthographic patterns and rules, including regular and irregular plurals;<br><br>**(ii)** decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;<br><br>**(iii)** decoding words using advanced knowledge of syllable division patterns such as VV;<br><br>**(iv)** decoding words using knowledge of prefixes;<br><br>**(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<br><br>**(vi)** identifying and reading high-frequency words from a research-based list | **(A)** demonstrate and apply phonetic knowledge by:<br><br>**(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;<br><br>**(ii)** decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;<br><br>**(iii)** decoding words using advanced knowledge of syllable division patterns;<br><br>**(iv)** decoding words using advanced knowledge of the influence of prefixes and suffixes on base words;<br><br>**(v)** identifying and reading high-frequency words from a research-based list | continued on page 6 |

# STRAND 1: DEVELOPING AND SUSTAINING FOUNDATIONAL LANGUAGE SKILLS

## SUB-STRAND:

**BEGINNING READING & WRITING *(cont'd)***

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| **(C)** demonstrate and apply spelling knowledge by:<br><br>**(i)** spelling words with VC, CVC, and CCVC<br><br>**(ii)** spelling words using sound-spelling patterns<br><br>**(iii)** spelling high-frequency words from a research-based list | **(C)** demonstrate and apply spelling knowledge by:<br><br>**(i)** spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables<br><br>**(ii)** spelling words with initial and final consonant blends, digraphs, and trigraphs<br><br>**(iii)** spelling words using sound-spelling patterns<br><br>**(iv)** spelling high frequency words from a research-based list | **(C)** demonstrate and apply spelling knowledge by:<br><br>**(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<br><br>**(ii)** spelling words with silent letters such as knife and gnat<br><br>**(iii)** spelling compound words, contractions, and common abbreviations<br><br>**(iv)** spelling multisyllabic words with multiple sound-spelling patterns<br><br>**(v)** spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word<br><br>**(vi)** spelling words with prefixes, including un-, re-, and dis- and inflectional endings, including –s, -es, -ed, -ing, -er, and -est | **(B)** demonstrate and apply spelling knowledge by:<br><br>**(i)** spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables<br><br>**(ii)** spelling homophones<br><br>**(iii)** spelling compound words, contractions, and abbreviations<br><br>**(iv)** spelling multisyllabic words with multiple sound-spelling patterns<br><br>**(v)** spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV<br><br>**(vi)** spelling words using knowledge of prefixes<br><br>**(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 | **(B)** demonstrate and apply spelling knowledge by:<br><br>**(i)** spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables<br><br>**(ii)** spelling homophones<br><br>**(iii)** spelling multisyllabic words with multiple sound-spelling patterns<br><br>**(iv)** spelling words using advanced knowledge of syllable division patterns<br><br>**(v)** spelling words using knowledge of prefixes<br><br>**(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 | **(B)** demonstrate and apply spelling knowledge by:<br><br>**(i)** spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables<br><br>**(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<br><br>**(iii)** spelling multisyllabic words with multiple sound-spelling patterns<br><br>**(iv)** spelling words using advanced knowledge of syllable division patterns<br><br>**(v)** spelling words using knowledge of prefixes<br><br>**(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 | |

# STRAND 1: DEVELOPING AND SUSTAINING FOUNDATIONAL LANGUAGE SKILLS

**SUB-STRAND:**
**VOCABULARY**

Listening, speaking, reading, writing, and thinking—**vocabulary**. The student uses newly acquired vocabulary expressively. The student is expected to:

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr>
<tr><td>K.3</td><td>1.3</td><td>2.3</td><td>3.3</td><td>4.3</td><td>5.3</td><td>6.2</td></tr>
<tr><td colspan="2">(A) use a resource such as a picture dictionary or digital resource to find words</td><td>(A) use print or digital resources to determine meaning and pronunciation of unknown words</td><td colspan="2">(A) use print or digital resources to determine meaning, syllabication, and pronunciation</td><td>(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin</td><td>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</td></tr>
<tr><td colspan="2">(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings</td><td>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words</td><td colspan="3">(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</td><td>(B) use context such as definition, analogy, and examples to clarify the meaning of words</td></tr>
<tr><td></td><td>(C) identify the meaning of words with affixes, -s, -ed, and -ing</td><td>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion</td><td>(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful</td><td>(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</td><td>(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo</td><td>(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</td></tr>
<tr><td>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations</td><td>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations</td><td>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context</td><td>(D) identify, use, and explain the meaning of antonyms, idioms, homophones, reign/rain</td><td>(D) identify, use, and explain the the meaning of homophones such as synonyms, and homographs in a text</td><td>(D) identify, use, and explain the meaning of adages and puns</td><td></td></tr>
</table>

# STRAND 1: DEVELOPING AND SUSTAINING FOUNDATIONAL LANGUAGE SKILLS

**SUB-STRAND:**
**FLUENCY**

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:

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| *N/A* | *1.4* | *2.4* | *3.4* | *4.4* | *5.4* | *6.3* |
| | **(A)** use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text | | | | | **(A)** adjust fluency when reading grade-level text based on the reading purpose. |

# STRAND 1: DEVELOPING AND SUSTAINING FOUNDATIONAL LANGUAGE SKILLS

**SUB-STRAND:**
**SELF-SUSTAINED READING**

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:

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| *K.4* | *1.5* | *2.5* | *3.5* | *4.5* | *5.5* | *6.4* |
| **(A)** self-select text and interact independently with text for increasing periods of time | | **(A)** self-select text and read independently for a sustained period of time | | | | |

# STRAND 2: 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:

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| *K.5* | *1.6* | *2.6* | *3.6* | *4.6* | *5.6* | *6.5* |
| **(A)** establish purpose for reading assigned and self- selected texts with adult assistance | | **(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 with adult assistance | | **(B)** generate questions about text before, during, and after reading to deepen understanding and gain information | | | | |
| **(C)** make and confirm predictions using text features and structures with adult assistance | **(C)** make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance | **(C)** make and correct or confirm predictions using text features, characteristics of genre, and structures | | | | |
| **(D)** create mental images to deepen understanding with adult assistance | | **(D)** create mental images to deepen understanding | | | | |
| **(E)** make connections to personal experiences, ideas in other texts, and society with adult assistance | | **(E)** make connections to personal experiences, ideas in other texts, and society | | | | |
| **(F)** make inferences and use evidence to support understanding with adult assistance | | **(F)** make inferences and use evidence to support understanding | | | | |
| **(G)** evaluate details to determine what is most important with adult assistance | | **(G)** evaluate details read to determine key ideas | | | | |
| **(H)** synthesize information to create new understanding with adult assistance | | **(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 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. | | **(I)** monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | **(I)** monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down | | |

# STRAND 3: 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:

<table>
<tr><th>K<br>K.6</th><th>1<br>1.7</th><th>2<br>2.7</th><th>3<br>3.7</th><th>4<br>4.7</th><th>5<br>5.7</th><th>6<br>6.6</th></tr>
<tr><td colspan="3">(A) describe personal connections to a variety of sources</td><td colspan="4">(A) describe personal connections to a variety of sources, including self-selected texts</td></tr>
<tr><td>(B) provide an oral, pictorial, or written response to a text</td><td>(B) write brief comments on literary or informational texts</td><td>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text</td><td>(B) write a response to a literary or informational text that demonstrates an understanding of a text</td><td colspan="2">(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</td><td>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres</td></tr>
<tr><td colspan="7">(C) use text evidence to support an appropriate response</td></tr>
<tr><td colspan="2">(D) retell texts in ways that maintain meaning</td><td colspan="2">(D) retell and paraphrase texts in ways that maintain meaning and logical order</td><td colspan="2">(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</td><td>(D) paraphrase and summarize texts in ways that maintain meaning and logical order</td></tr>
<tr><td colspan="3">(E) interact with sources in meaningful ways such as illustrating or writing</td><td colspan="4">(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating</td></tr>
<tr><td colspan="7">(F) respond using newly acquired vocabulary as appropriate</td></tr>
<tr><td></td><td></td><td></td><td colspan="3">(G) discuss specific ideas in the text that are important to the meaning</td><td>(G) discuss and write about the explicit or implicit meanings of text</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice.</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td>(I) Reflect on and adjust responses as new evidence is presented.</td></tr>
</table>

# STRAND 4: MULTIPLE GENRES

**SUB-STRAND:**
**LITERARY ELEMENTS**

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:

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| *K.7* | *1.8* | *2.8* | *3.8* | *4.8* | *5.8* | *6.7* |
| **(A)** discuss topics and determine the basic theme using text evidence with adult assistance | **(A)** discuss topics and determine theme using text evidence with adult assistance | | **(A)** infer the theme of a work, distinguishing theme from topic | **(A)** infer basic themes supported by text evidence | **(A)** infer multiple themes within a text using text evidence | **(A)** infer multiple themes within and across texts using text evidence |
| **(B)** identify and describe the main character(s) | **(B)** describe the main character(s) and the reason(s) for their actions | **(B)** describe the main character's (characters') internal and external traits | **(B)** explain the relationships among the major and minor characters | **(B)** explain the interactions of the characters and the changes they undergo | **(B)** analyze the relationships of and conflicts among the characters | **(B)** analyze how the characters' internal and external responses develop the plot |
| **(C)** describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance | **(C)** describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently | **(C)** describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently | **(C)** analyze plot elements, including the sequence of events, the conflict, and the resolution | **(C)** analyze plot elements, including the rising action, climax, falling action, and resolution | **(C)** analyze plot elements, including rising action, climax, falling action, and resolution | **(C)** analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback |
| **(D)** describe the setting | | **(D)** describe the importance of the setting | **(D)** explain the influence of the setting on the plot | **(D)** explain the influence of the setting, including historical and cultural settings, on the plot | **(D)** analyze the influence of the setting, including historical and cultural settings, on the plot | **(D)** analyze how the setting, including historical and cultural settings, influences character and plot development |

# STRAND 4: MULTIPLE GENRES

**SUB-STRAND:**
**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:

<table>
<tr><th>K<br>K.8</th><th>1<br>1.9</th><th>2<br>2.9</th><th>3<br>3.9</th><th>4<br>4.9</th><th>5<br>5.9</th><th>6<br>6.8</th></tr>
<tr><td colspan="2">(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes</td><td>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales</td><td>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths</td><td colspan="2">(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales</td><td>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths</td></tr>
<tr><td>(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems</td><td>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems</td><td>(B) explain visual patterns and structures in a variety of poems</td><td>(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems</td><td>(B) explain figurative language such as metaphor, and personification devices poets uses to create imagesdistinguish poems across a variety of poetic forms</td><td>(B) explain the use of sound simile, and figurative language and that the between the poet and the speaker in</td><td>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms</td></tr>
<tr><td>(C) discuss main characters in drama</td><td>(C) discuss elements of drama such as characters and setting</td><td>(C) discuss elements of drama such as characters, dialogue, and setting</td><td>(C) discuss elements of drama such as characters, dialogue, setting, and acts</td><td colspan="2">(C) explain structure in drama such as character tags, acts, scenes, and stage directions</td><td>(C) analyze how playwrights develop characters through dialogue and staging</td></tr>
<tr><td>(D) recognize characteristics and structures of informational text, including: including:<br>(i) the central idea and supporting evidence with adult assistance<br>(ii) titles and simple graphics to gain information<br>(iii) the steps in a sequence with adult assistance such as chronological order and description with adult assistance</td><td>(D) recognize characteristics and structures of informational text, including:<br>(i) the central idea and supporting evidence with adult assistance<br>(ii) features and simple graphics to locate or gain information<br>(iii) organizational patterns</td><td>(D) recognize characteristics and structures of informational text, including:<br>(i) the central idea and supporting evidence with adult assistance<br>(ii) features and graphics to locate and gain information<br>(iii) organizational patterns such as chronological order and cause and effect stated explicitly</td><td>(D) recognize characteristics and structures of informational text, including:<br>(i) the central idea with supporting evidence<br>(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding<br>(iii) organizational patterns such as cause and effect and problem and solution</td><td>(D) recognize characteristics and structures of informational text, including:<br>(i) the central idea with supporting evidence<br>(ii) features such as pronunciation guides and diagrams to support understanding<br>(iii) organizational patterns such as compare and contrast</td><td>(D) recognize characteristics and structures of informational text, including:<br>(i) the central idea with supporting evidence<br>(ii) features such as insets, timelines, and sidebars to support understanding<br>(iii) organizational patterns such as logical order and order of importance</td><td>(D) ~~analyze characteristics and~~ structural elements of informational text, including:<br>(i) the controlling idea or thesis with supporting evidence<br>(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information<br>(iii) organizational patterns such as definition, classification, advantage, and disadvantage</td></tr>
<tr><td colspan="2">(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do</td><td>(E) recognize characteristics of persuasive text, including:<br>(i) stating what the author is trying to persuade the reader to think or do<br>(ii) distinguishing facts from opinion</td><td>(ii) distinguishing facts from opinion<br>(iii) identifying the intended audience or reader</td><td>(E) recognize characteristics and structures of argumentative text by:<br>(i) identifying the claim<br>(ii) explaining how the author has used facts for an argument<br>(iii) identifying the intended audience or reader</td><td>(E) recognize characteristics and structures of argumentative text by:<br>(i) identifying the claim<br>(ii) explaining how the author has used facts for or against an argument<br>(iii) identifying the intended audience or reader</td><td>(E) analyze characteristics and structures of argumentative text by:<br>(i) identifying the claim<br>(ii) explaining how the author uses various types of evidence to support the argument<br>(iii) identifying the intended audience or reader</td></tr>
<tr><td colspan="3">(F) recognize characteristics of multimodal and digital texts.</td><td colspan="4">(F) analyze characteristics of multimodal and digital texts</td></tr>
</table>

# STRAND 5: AUTHOR'S PURPOSE & 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:

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| *K.9* | *1.10* | *2.10* | *3.10* | *4.10* | *5.10* | *6.9* |
| **(A)** discuss with adult assistance the author's purpose for writing texts | **(A)** discuss the author's purpose for writing text | | **(A)** explain the author's purpose and message within a text | | | |
| **(B)** discuss with adult assistance how the use of text structure contributes to the author's purpose | **(B)** discuss how the use of text structure contributes to the author's purpose | | **(B)** explain how the use of text structure contributes to the author's purpose | | **(B)** analyze how the use of text structure contributes to the author's purpose | |
| **(C)** discuss with adult assistance the author's use of print and graphic features to achieve specific purposes | **(C)** discuss with adult assistance the author's use of print and graphic features to achieve specific purposes | **(C)** discuss the author's use of print and graphic features to achieve specific purposes | **(C)** explain the author's use of print and graphic features to achieve specific purposes | **(C)** analyze the author's use of print and graphic features to achieve specific purposes | | |
| **(D)** discuss with adult assistance how the author uses words that help the reader visualize | **(D)** discuss how the author uses words that help the reader visualize | **(D)** discuss the use of descriptive, literal, and figurative language | **(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 | **(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 | **(D)** describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes | **(D)** describe how the author's use of figurative language such as metaphor and personification achieves specific purposes |
| **(E)** listen to and experience first- and third-person texts | | **(E)** identify the use of first or third person in a text | **(E)** identify the use of literary devices, including first- or third-person point of view | **(E)** identify and understand the use of literary devices, including first- or third-person point of view | | **(E)** identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose |
| | | | **(F)** discuss how the author's use of language contributes to voice | | **(F)** examine how the author's use of language contributes to voice | **(F)** analyze how the author's use of language contributes to mood and voice |
| | | **(F)** identify and explain the use of repetition | **(G)** identify and explain the use of hyperbole | **(G)** identify and explain the use of anecdote | **(G)** explain the purpose of hyperbole, stereotyping, and anecdote | **(G)** explain the differences between rhetorical devices and logical fallacies |

# STRAND 6: COMPOSITION

**SUB-STRAND:**

**WRITING PROCESS**

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:

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| *K.10* | *1.11* | *2.11* | *3.11* | *4.11* | *5.11* | *6.10* |
| **(A)** plan by generating ideas for writing through class discussions and drawings | **(A)** plan a first draft by generating ideas for writing such as by drawing and brainstorming | | **(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 | | | **(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 in oral, pictorial, or written form by organizing ideas | **(B)** develop drafts in oral, pictorial, or written form by:<br><br>**(i)** organizing with structure<br><br>**(ii)** developing an idea with specific and relevant details | **(B)** develop drafts into a focused piece of writing by:<br><br>**(i)** organizing with structure<br><br>**(ii)** developing an idea with specific and relevant details | **(B)** develop drafts into a focused, structured, and coherent piece writing by:<br><br>**(i)** organizing with purposeful structure, including an introduction and a conclusion<br><br>**(ii)** developing an engaging idea with relevant detail | **(B)** develop drafts into a focused, structured, and coherent piece of of writing by:<br><br>**(i)** organizing with purposeful structure, including an introduction, transitions, and a conclusion<br><br>**(ii)** developing an engaging idea swith relevant details | **(B)** develop drafts into a focused, structured, and coherent piece of writing by:<br><br>**(i)** organizing with purposeful structure, including an introduction, transitions, and a conclusion<br><br>**(ii)** developing an engaging idea reflecting depth of thought with specific facts and details | **(B)** develop drafts into a focused, structured, and coherent piece of writing by:<br><br>**(i)** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion<br><br>**(ii)** developing an engaging idea reflecting depth of thought with specific facts and details |
| **(C)** revise drafts by adding details in pictures or words | | **(C)** revise drafts by adding, deleting, or rearranging words, phrases, or sentences | **(C)** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | | | **(C)** revise drafts for clarity, development, organization, style, word choice, and sentence variety. |

continued on page 15

# STRAND 6: COMPOSITION

**SUB-STRAND:**
**WRITING PROCESS *(cont'd)***

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| **(D)** edit drafts with adult assistance using standard English conventions, including:<br>**(i)** complete sentences<br>**(ii)** verbs<br>**(iii)** singular and plural nouns<br>**(iv)** adjectives, including articles<br>**(v)** prepositions<br>**(vi)** pronouns, including subjective, objective, and possessive cases<br>**(vii)** capitalization of the first letter in a sentence and name<br>**(viii)** punctuation marks at the end of declarative sentences<br>**(ix)** correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words | **(D)** edit drafts using standard English conventions, including:<br>**(i)** complete sentences with subject-verb agreement<br>**(ii)** past and present verb tense<br>**(iii)** singular, plural, common, and proper nouns<br>**(iv)** adjectives, including articles<br>**(v)** adverbs that convey time<br>**(vi)** prepositions<br>**(vii)** pronouns, including subjective, objective, and possessive cases<br>**(viii)** capitalization for the beginning of sentences and the pronoun "I"<br>**(ix)** punctuation marks at the end of declarative, exclamatory, and interrogative sentences<br>**(x)** correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words with adult assistance | **(D)** edit drafts using standard English conventions, including:<br>**(i)** complete sentences with subject-verb agreement<br>**(ii)** past, present, and future verb tense<br>**(iii)** singular, plural, common, and proper nouns<br>**(iv)** adjectives, including articles<br>**(v)** adverbs that convey time and adverbs that convey place<br>**(vi)** prepositions and prepositional phrases<br>**(vii)** pronouns, including subjective, objective, and possessive cases<br>**(viii)** coordinating conjunctions to form compound subjects and predicates<br>**(ix)** capitalization of months, days of the week, and the salutation and conclusion of a letter<br>**(x)** end punctuation, apostrophes in contractions, and commas with items in a series and in dates<br>**(xi)** correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words | **(D)** edit drafts using standard English conventions, including:<br>**(i)** complete simple and compound sentences with subject-verb agreement<br>**(ii)** past, present, and future verb tense<br>**(iii)** singular, plural, common, and proper nouns<br>**(iv)** adjectives, including their comparative and superlative forms<br>**(v)** adverbs that convey time and adverbs that convey manner<br>**(vi)** prepositions and prepositional phrases<br>**(vii)** pronouns, including subjective, objective, and possessive cases<br>**(viii)** coordinating conjunctions to form compound subjects and predicates, and sentences<br>**(ix)** capitalization of official titles of people, holidays, and geographical names and places<br>**(x)** punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series<br>**(xi)** correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words | **(D)** edit drafts using standard English conventions, including:<br>**(i)** complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments<br>**(ii)** past tense of irregular verbs<br>**(iii)** singular, plural, common, and proper nouns<br>**(iv)** adjectives, including their comparative and superlative forms<br>**(v)** adverbs that convey frequency and adverbs that convey degree<br>**(vi)** prepositions and prepositional phrases<br>**(vii)** pronouns, including reflexive<br>**(viii)** coordinating conjunctions to form compound subjects, predicates, and sentences<br>**(ix)** capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities<br>**(x)** punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and<br>**(xi)** correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | **(D)** edit drafts using standard English conventions, including:<br>**(i)** complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments<br>**(ii)** past tense of irregular verbs<br>**(iii)** collective nouns<br>**(iv)** adjectives, including their comparative and superlative forms<br>**(v)** conjunctive adverbs<br>**(vi)** prepositions and prepositional phrases and their influence on subject-verb agreement<br>**(vii)** pronouns, including indefinite<br>**(viii)** subordinating conjunctions to form complex sentences<br>**(ix)** capitalization of abbreviations, initials, acronyms, and organizations<br>**(x)** italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.<br>**(xi)** correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | **(D)** edit drafts using standard English conventions, including:<br>**(i)** complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments<br>**(ii)** consistent, appropriate use of verb tenses<br>**(iii)** conjunctive adverbs<br>**(iv)** prepositions and prepositional phrases and their influence on subject-verb agreement<br>**(v)** pronouns, including relative<br>**(vi)** subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor<br>**(vii)** capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations<br>**(viii)** punctuation marks, including commas in complex sentences, transitions, and introductory elements<br>**(ix)** correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too |
| **(E)** share writing | **(E)** publish and share writing | | **(E)** publish written work for appropriate audiences | | | |

# STRAND 6: COMPOSITION

**SUB-STRAND:**
**GENRES**

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:

| K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| *K.11* | *1.12* | *2.12* | *3.12* | *4.12* | *5.12* | *6.11* |
| **(A)** dictate or compose literary texts, including personal narratives | **(A)** dictate or compose literary texts, including personal narratives and poetry | **(A)** compose literary texts, including personal narratives and poetry | **(A)** compose literary texts, including personal narratives and poetry, using genre characteristics and craft | | **(A)** compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft | |
| **(B)** dictate or compose informational texts | **(B)** dictate or compose informational texts, including procedural texts | **(B)** compose informational texts, including procedural texts and reports | **(B)** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and 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 argumentative texts, including opinion essays, using genre characteristics and craft | | | **(C)** compose multi-paragraph argumentative texts using genre characteristics and craft |
| | **(C)** dictate or compose correspondence such as thank you notes or letters | **(C)** compose correspondence such as thank you notes or letters | **(D)** compose correspondence such as thank you notes or letters | **(D)** compose correspondence that requests information | | **(D)** compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure |

# STRAND 7: 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:

| K<br>*K.12* | 1<br>*1.13* | 2<br>*2.13* | 3<br>*3.13* | 4<br>*4.13* | 5<br>*5.13* | 6<br>*6.12* |
|---|---|---|---|---|---|---|
| **(A)** generate questions for formal and informal inquiry with adult assistance | | | **(A)** generate questions on a topic for formal and informal inquiry | **(A)** generate and clarify questions on a topic for formal and informal inquiry | | **(A)** generate student-selected and teacher-guided questions for formal and informal inquiry |
| **(B)** develop and follow a research plan with adult assistance | | | | | | **(B)** develop and revise a plan |
| **(C)** gather information from a variety of sources with adult assistance | **(C)** identify and gather relevant sources and information to answer the questions with adult assistance | **(C)** identify and gather relevant sources and information to answer the questions | **(C)** identify and gather relevant information from a variety of sources | | | **(C)** refine the major research question, if necessary, guided by the answers to a secondary set of questions |
| | | **(D)** identify primary and secondary sources | | | **(D)** understand credibility of primary and secondary sources | **(D)** identify and gather relevant information from a variety of sources |
| **(D)** demonstrate understanding of information gathered with adult assistance | | **(E)** demonstrate understanding of information gathered | | | | **(E)** differentiate between primary and secondary sources |
| | | | **(F)** recognize the difference between paraphrasing and plagiarism when using source materials | | **(F)** differentiate between paraphrasing and plagiarism when using source materials | **(F)** synthesize information from a variety of sources |
| | | **(F)** cite sources appropriately | **(G)** create a works cited page | **(G)** develop a bibliography | | **(G)** differentiate between paraphrasing and plagiarism when using source materials |
| **(E)** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | | **(G)** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | **(H)** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | | | **(H)** examine sources for:<br><br>**(i)** reliability, credibility, and bias<br><br>**(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 |

# GRADE

# 1



# 1st GRADE GOALS



## MAP

**READING**
FALL 155
WINTER 165
SPRING 171

**MATH**
FALL 160
WINTER 170
SPRING 176

## FLUENCY

**BOY** 30

**MOY** 45

**EOY** 60

## AR

**1ST NINE WEEKS** 20

**2ND NINE WEEKS** 40

**3RD NINE WEEKS** 60

**4TH NINE WEEKS** 75



# Year at a Glance

## Grade 1 – English Language Arts and Reading

| First Semester | Second Semester |
|---|---|
| **1st Nine Weeks** | **3rd Nine Weeks** |
| **Unit 01: Ready, Set, Go! Interacting with Print and Language Around Us** (15 days)<br>1.1A, 1.1B, 1.1C, 1.1D, 1.1E; 1.2A, 1.2Ai, 1.2Aii, 1.2B, 1.2Bi, 1.2Bii, 1.2Biii, 1.2Bvi, 1.2C, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ, 1.2D, 1.2F; 1.3B; 1.5A; 1.6I; 1.7D, 1.7E, 1.7F; 1.11A, 1.11B, 1.11D, 1.11Di, 1.11Dviii, 1.11Dix 1.11E<br><br>**Unit 02: Understanding What We Read and Write: Purpose and Connections** (15 days)<br>1.1A, 1.1B, 1.1C, 1.1D, 1.1E; 1.2A, 1.2Ai, 1.2Aii, 1.2Aiii, 1.2Av, 1.2Avii, 1.2B, 1.2Bi, 1.2Bii, 1.2Biii, 1.2Bv, 1.2Bvi, 1.2C, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ, 1.2D, 1.2F; 1.3B, 1.3C, 1.3D; 1.4A; 1.5A; 1.6A, 1.6E, 1.6I; 1.7A, 1.7D, 1.7E, 1.7F; 1.10A; 1.11A, 1.11B, 1.11Bii, 1.11D, 1.11Di, 1.11Dii, 1.11Dviii, 1.11Dix, 1.11E<br><br>**Unit 03: Understanding What We Read and Write: Questions and Predictions** (15 days- continues into 2nd Nine Weeks)<br>1.1A, 1.1B, 1.1C, 1.1D, 1.1E; 1.2A, 1.2Aiv, 1.2Avi, 1.2B, 1.2Bii, 1.2Biii, 1.2Bv, 1.2Bvi, 1.2C, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ, 1.2F; 1.3B, 1.3C, 1.3D; 1.4A; 1.5A; 1.6B, 1.6C, 1.6I; 1.7C, 1.7D, 1.7E; 1.10C; 1.11A, 1.11B, 1.11Bii, 1.11D, 1.11Di, 1.11Dii, 1.11Dviii, 1.11Dix, 1.11E | **Unit 07A: Focusing on Literary Elements in Fiction, including Drama** (10 Days)<br>1.2B, 1.2Bii, 1.2Biii, 1.2Biv, 1.2Bvi, 1.2C, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ, 1.2E, 1.2F; 1.3A; 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G; 1.7B, 1.7C, 1.7D, 1.7E; 1.8A, 1.8B, 1.8C, 1.8D; 1.9C; 1.10A, 1.10B, 1.10C, 1.10D, 1.10E; 1.11A, 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Diii, 1.11Div, 1.11Dvi, 1.11Dviii, 1.11Dx, 1.11E; 1.12A<br><br>**Unit 07B: Exploring Traditional Literature** (15 days)<br>1.2B, 1.2Bii. 1.2Biii, 1.2Biv, 1.2Bvi, 1.2C, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ, 1.2E, 1.2F, 1.3A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.7B, 1.7C, 1.7D, 1.7E, 1.8A, 1.8B, 1.8C, 1.8D, 1.9A, 1.9F, 1.10A, 1.10B, 1.10C, 1.10D, 1.10E, 1.11A, 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Diii, 1.11Dv, 1.11Dviii, 1.11DX, 1.11E, 1.12A, 1.13A, 1.13C, 1.13D<br><br>**Unit 08A: Focusing on Characteristics of Informational Text** (15 days)<br>1.1B; 1.2B, 1.2Biii, 1.2Biv, 1.2Bvi, 1.2C, 1.2Ci, 1.2Ciii, 1.2Civ, 1.2E; 1.3A; 1.6A, 1.6B, 1.6C, 1.6E, 1.6F, 1.6G, 1.6H; 1.7B, 1.7C, 1.7D, 1.7E; 1.9D, 1.9Di, 1.9Dii, 1.9Diii, 1.9F; 1.10A, 1.10B, 1.10C; 1.11A, 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Dv, 1.11Dvii, 1.11Dx; 1.12B; 1.13A, 1.13C, 1.13D |
| **2nd Nine Weeks** | **4th Nine Weeks** |
| **Unit 03: Understanding What We Read and Write: Questions and Predictions** (continued from 1st Nine Weeks)<br><br>**Unit 04: Understanding What We Read and Write: Mental Images** (5 Days)<br>1.1A, 1.1B, 1.1C, 1.1D, 1.1E; 1.2A, 1.2Aiv, 1.2Avi, 1.2B, 1.2Bii, 1.2Biii, 1.2Bv, 1.2Bvi, 1.2C, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ, 1.2F; 1.3B, 1.3C, 1.3D; 1.4A; 1.5A; 1.6D, 1.6I; 1.7C, 1.7D, 1.7E; 1.10D; 1.11A, 1.11B, 1.11Bii, 1.11C, 1.11D,1.11Di, 1.11Diii<br><br>**Unit 05: Understanding What We Read and Write: Inferences** (15 days)<br>1.1A, 1.1C, 1.1D; 1.2A, 1.2Aiv, 1.2Avi, 1.2B, 1.2Bii, 1.2Biii, 1.2Bv, 1.2Bvi, 1.2C, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ, 1.2F; 1.3B, 1.3C, 1.3D; 1.4A; 1.5A; 1.6F, 1.6I; 1.7C, 1.7D, 1.7E; 1.11A, 1.11B, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Diii, 1.11Div, 1.11Dvii<br><br>**Unit 06: Understanding What We Read and Write: Important Details and Synthesis** (10 days)<br>1.1A, 1.1C, 1.1D; 1.2B, 1.2Bii, 1.2Biii, 1.2Biv, 1.2Bvi, 1.2C, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ, 1.2F; 1.3D; 1.4A; 1.5A; 1.6G, 1.6H, 1.6I; 1.7C, 1.7D, 1.7E; 1.11A, 1.11B, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Div, 1.11Dvi, 1.11Dvii | **Unit 08B: Researching for Information** (10 days)<br>1.2B, 1.2Biii, 1.2Bvi, 1.2C, 1.2Ci, 1.2Ciii, 1.2Civ, 1.2E; 1.3A; 1.6A, 1.6B, 1.6C, 1.6E, 1.6F, 1.6G, 1.6H; 1.7B, 1.7C, 1.7D, 1.7E; 1.9D, 1.9Di, 1.9Dii, 1.9Diii, 1.9F; 1.10A, 1.10B, 1.10C; 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Dvii, 1.11Dx; 1.12B; 1.13A, 1.13B, 1.13C, 1.13D, 1.13E<br><br>**Unit 09: Focusing on Characteristics of Poetry** (10 days)<br>1.2B, 1.2Biii, 1.2Bvi, 1.2C, 1.2Ci, 1.2Ciii, 1.2Civ, 1.2E; 1.3A; 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H; 1.7B, 1.7C, 1.7E; 1.8A; 1.9A, 1.9B; 1.10A, 1.10B, 1.10C, 1.10D; 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Dx; 1.12A<br><br>**Unit 10: Focusing on Characteristics of Persuasive Texts** (10 days)<br>1.2B, 1.2Biii, 1.2Bvi, 1.2C, 1.2Ci, 1.2Ciii, 1.2Civ, 1.2E; 1.3A; 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H; 1.7B, 1.7C, 1.7E; 1.9E, 1.9F; 1.10A, 1.10B, 1.10C, 1.10D; 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Dx; 1.12C<br><br>**Unit 11: The Big Picture: Gaining Independence in Literacy** (5 days)<br>1.2B, 1.2Biii, 1.2C, 1.2Ci, 1.2Ciii; 1.7B, 1.7C, 1.7E; 1.10A, 1.10B, 1.10C, 1.10D; 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Dx; 1.12C |

# Grade 1 Year at a Glance

2024-2025

| | 1st Nine Weeks | | 2nd Nine Weeks | |
|---|---|---|---|---|
| **Week 1** | **Enrichment Opportunities** | | Unit 03: Continued | **Module 3 Week 3**<br>1.10D Author's words help Visualize |
| **Week 2** | Unit 01: Ready, Set, Go! Interacting with Print and Language Around Us 15 Days | **Module 1 Week 1**<br>1.3B Use illustrations1.6I Monitor Comprehension 1.7D Retell text | Unit 04: Understanding What We Read and Write: Mental Images 5 Days | **Module 4 Week 1**<br>1.7C Use text evidence 1.7E Interact with Illustratind or writing |
| **Week 3** | | **Module 1 Week 2**<br>1.3B Use illustrations1.6I Monitor Comprehension 1.7D Retell text | Unit 05: Understanding What We Read and Write: Inferences 15 Days | **Module 4 Week 2**<br>1.7D Retell Text 1.2D Demonstrate Print Awareness |
| **Week 4** | | **Module 1 Week 3**<br>1.3B Use illustrations1.7E Interact with sources 1.7F Respond with new vocabulary | | **Module 4 Week 3**<br>1.6E Make Connections 1.6F Make Inferences |
| **Week 5** | Unit 02: Understanding What We Read and Write: Purpose and Connections 15 Days | **Module 2 Week 1**<br>1.6E Make connections | | **Module 5 Week 1**<br>1.6C Make/Correct/Confirm Predictions 1.7C Use text evidence |
| **Week 6** | | **Module 2 Week 2**<br>1.6C Predictions | Unit 06:Understanding What We Read and Write: Important Details and Synthesis 10 Days | **Module 5 Week 2**<br>1.6G Evaluate details 1.6I Monitor comprehension |
| **Week 7** | | **Module 2 Week 3**<br>1.2D Print Awareness 1.7D Retell Text | | **Module 5 Week 3**<br>1.6C Make/Correct/Confirm Predictions |
| **Week 8** | Unit 03: Understanding What We Read and Write: Asking Questions and Making Predictions 15 Days | **Module 3 Week 1**<br>1.10A Author's Purpose 1.10C Author's use of print | Enrichement Oppurtunites | **Module 6 Week 1**<br>1.9C Discuss elements of drama |
| **Week 9** | | **Module 3 Week 2**<br>1.6C Make/Confirm predictions | | **Module 6 Week 2**<br>1.6E Make connections |

# Grade 1 Year at a Glance

2024-2025

| | 3rd Nine Weeks | | 4th Nine Weeks | |
|---|---|---|---|---|
| **Week 1** | Unit 07A:Focusing on Literary Elements in Fiction, including Drama 10 Days | **Module 6 Week 3**<br>1.6D Create mental images | Unit 08B: Investigating for Information 10 Days | **Module 9 Week 3**<br>1.9B Poetry Elements 1.6B Generate questions 1.6I monitor comprehension 1.6H synthesize information |
| **Week 2** | | **Module 7 Week 1**<br>1.6F Make Inferences | | **Module 10 Week 1**<br>1.9D.i Central Idea |
| **Week 3** | Unit 07B:Exploring Traditional Literature 15 Days | **Module 7 Week 2**<br>1.6I Monitor Comprehension | Unit 09: The Poet in Me 10 Days | **Module 10 Week 2**<br>1.9B Poetry Elements 1.6D Mental Images 1.6F Make Inferences |
| **Week 4** | | **Module 7 Week 3**<br>1.6H Synthesize information | | **Module 10 Week 3**<br>1.6E Make connections |
| **Week 5** | | **Module 8 Week 1**<br>1.6D Create mental images | Unit 10: Can You Convince Me? | **Module 11 Week 1**<br>1.6C Predictions<br>1.9Di Central Idea |
| **Week 6** | Unit 08A: Understanding Elements of Informational Text 15 Days | **Module 8 Week 2**<br>1.6E Make Connections | | **Module 11 Week 2**<br>1.10A Author's Purpose |
| **Week 7** | | **Module 8 Week 3**<br>1.6H Synthesize information | Unit 11: The Big Picture: What It All Means to Me 10 Days | **Module 11 Week 3**<br>1.6C Predictions |
| **Week 8** | | **Module 9 Week 1**<br>1.6G Evaluate details | | **Module 12 Week 1**<br>1.8A Determine Theme |
| **Week 9** | ~~Unit 08B:~~ Researching for Information 10 days | **Module 9 Week 2**<br>1.6B Generate Questions<br>1.8C Describe plot elements | Enrichment Opportunities | **Module 12 Week 2**<br>1.10A Author's Purpose<br>1.10E First/Third Person<br>1.6D Create mental Images |




# TEKS VERIFICATION DOCUMENT

# TEKS Verification Document
## Grade 1 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06 | 07A | 07B | 08A | 08B | 09 | 10 | 11 |
| ***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:* | | | | | | | | | | | | | |
| 1.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; | T | T | T | T | T | T | D | D | D | D | D | D | D |
| 1.1B follow, restate, and give oral instructions that involve a short, related sequence of actions; | T | T | T | T | D | D | D | D | T | D | D | D | D |
| 1.1C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; | T | T | T | T | T | T | D | D | D | D | D | D | D |
| 1.1D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and | T | T | T | T | T | T | D | D | D | D | D | D | D |
| 1.1E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings. | T | T | T | T | D | D | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | | |
| 1.2A demonstrate phonological awareness by: | T | T | T | T | T | D | D | D | D | D | D | D | D |
| 1.2Ai producing a series of rhyming words; | T | T | D | D | D | D | O | O | O | O | O | O | O |
| 1.2Aii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; | T | T | D | D | D | D | O | O | O | O | O | O | O |
| 1.2Aiii distinguishing between long and short vowel sounds in one-syllable words; | | T | D | D | D | D | O | O | O | O | O | O | O |
| 1.2Aiv recognizing the change in spoken word when a specified phoneme is added, changed, or removed; | | | T | T | T | D | O | O | O | O | O | O | O |
| 1.2Av blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; | | T | D | D | D | D | O | O | O | O | O | O | O |
| 1.2Avi manipulating phonemes within base words; and | | | T | T | T | D | O | O | O | O | O | O | O |
| 1.2Avii segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; | | T | D | D | D | D | O | O | O | O | O | O | O |
| 1.2B demonstrate and apply phonetic knowledge by: | T | T | T | T | T | T | T | T | T | T | T | T | T |

**T - TAUGHT DIRECTLY:** TEKS intended to be explicitly taught in this unit.
**D - DEVELOPING:** TEKS that need continued practice, improvement, and refinement, but do not necessarily need to be explicitly taught in this unit.
**O - ONGOING:** TEKS that have been previously taught where proficiency of the knowledge/skill is evident, and the knowledge/skill is intended to be applied or practiced in a new or different context.

# TEKS Verification Document
## Grade 1 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06 | 07A | 07B | 08A | 08B | 09 | 10 | 11 |
| 1.2Bi decoding words in isolation and in context by applying common letter sound correspondences; | T | T | D | D | D | D | O | O | O | O | O | O | O |
| 1.2Bii decoding words with initial and final consonant blends, digraphs, and trigraphs; | T | T | T | T | T | T | T | T | D | D | O | O | O |
| 1.2Biii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; | T | T | T | T | T | T | T | T | T | T | T | T | T |
| 1.2Biv using knowledge of base words to decode common compound words and contractions; | | | | | | T | T | T | T | D | D | O | O |
| 1.2Bv decoding words with inflectional endings, including -ed, -s, and -es; and | | T | T | T | T | D | D | D | D | O | O | O | O |
| 1.2Bvi identifying and reading at least 100 high-frequency words from a research-based list; | T | T | T | T | T | T | T | T | T | T | T | T | D |
| 1.2C demonstrate and apply spelling knowledge by: | T | T | T | T | T | T | T | T | T | T | T | T | T |
| 1.2Ci spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; | T | T | T | T | T | T | T | T | T | T | T | T | T |
| 1.2Cii spelling words with initial and final consonant blends, digraphs, and trigraphs; | T | T | T | T | T | T | T | T | D | D | O | O | O |
| 1.2Ciii spelling words using sound-spelling patterns; and | T | T | T | T | T | T | T | T | T | T | T | T | T |
| 1.2Civ spelling high-frequency words from a research-based list; | T | T | T | T | T | T | T | T | T | T | T | T | D |
| 1.2D demonstrate print awareness by identifying the information that different parts of a book provide; | T | T | O | O | O | O | O | O | O | O | O | O | O |
| 1.2E alphabetize a series of words to the first or second letter and use a dictionary to find words; and | | | | | | | T | T | T | T | T | T | D |
| 1.2F develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. | T | T | T | T | T | T | T | T | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | | |
| 1.3A use a resource such as a picture dictionary or digital resource to find words; | | | | | | | T | T | T | T | T | T | D |
| 1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings; | T | T | T | T | T | D | D | D | D | D | D | D | D |

# TEKS Verification Document
## Grade 1 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06 | 07A | 07B | 08A | 08B | 09 | 10 | 11 |
| 1.3C identify the meaning of words with the affixes -s, -ed, and -ing; and | | T | T | T | T | D | D | D | D | O | O | O | O |
| 1.3D identify and use words that name actions, directions, positions, sequences, categories, and locations. | | T | T | T | T | T | O | O | O | O | O | O | O |
| ***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:* | | | | | | | | | | | | | |
| 1.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | | T | T | T | T | T | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | | |
| 1.5A self-select text and interact independently with text for increasing periods of time. | T | T | T | T | T | T | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | | |
| 1.6A establish purpose for reading assigned and self-selected texts with adult assistance; | | T | D | D | D | D | T | D | T | T | T | T | D |
| 1.6B generate questions about text before, during, and after reading to deepen understanding and gain information1 with adult assistance; | | | T | D | D | D | T | T | T | T | T | T | D |
| 1.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance; | | | T | D | D | D | T | T | T | T | T | T | D |
| 1.6D create mental images to deepen understanding with adult assistance; | | | | T | D | D | T | T | D | D | T | T | D |
| 1.6E make connections to personal experiences, ideas in other texts, and society with adult assistance; | | T | D | D | D | D | T | T | T | T | T | T | D |
| 1.6F make inferences and use evidence to support understanding with adult assistance; | | | | | T | D | T | T | T | T | T | T | D |
| 1.6G evaluate details to determine what is most important with adult assistance; | | | | | | T | T | T | T | T | T | T | D |
| 1.6H synthesize information to create new understanding with adult assistance; and | | | | | | T | D | D | T | T | T | T | D |
| 1.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. | T | T | T | T | T | T | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | | |

# TEKS Verification Document
## Grade 1 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06 | 07A | 07B | 08A | 08B | 09 | 10 | 11 |
| 1.7A describe personal connections to a variety of sources; | | T | D | D | D | D | D | D | D | D | D | D | D |
| 1.7B write brief comments on literary or informational texts; | | | | | | | T | T | T | T | T | T | T |
| 1.7C use text evidence to support an appropriate response; | | | T | T | T | T | T | T | T | T | T | T | T |
| 1.7D retell texts in ways that maintain meaning; | T | T | T | T | T | T | T | T | T | T | D | D | D |
| 1.7E interact with sources in meaningful ways such as illustrating or writing; and | T | T | T | T | T | T | T | T | T | T | T | T | T |
| 1.7F respond using newly acquired vocabulary as appropriate. | T | T | D | D | D | D | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | | |
| 1.8A discuss topics and determine theme using text evidence with adult assistance; | | | | | | | T | T | | | T | | D |
| 1.8B describe the main character(s) and the reasons for their actions; | | | | | | | T | T | | | | | D |
| 1.8C describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and | | | | | | | T | T | | | | | D |
| 1.8D describe the setting. | | | | | | | T | T | | | | | D |
| ***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:* | | | | | | | | | | | | | |
| 1.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; | | | | | | | | T | | | T | | D |
| 1.9B discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; | | | | | | | | | | | T | | D |
| 1.9C discuss the elements in drama such as characters and setting; | | | | | | | T | | | | | | D |
| 1.9D recognize characteristics and structures of informational text, including: | | | | | | | | | T | T | | | D |
| 1.9Di the central idea and supporting evidence with adult assistance; | | | | | | | | | T | T | | | D |

# TEKS Verification Document
## Grade 1 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06 | 07A | 07B | 08A | 08B | 09 | 10 | 11 |
| 1.9Dii features and simple graphics to locate or gain information; and | | | | | | | | | T | T | | | D |
| 1.9Diii organizational patterns such as chronological order and description with adult assistance; | | | | | | | | | T | T | | | D |
| 1.9E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and | | | | | | | | | | | | T | D |
| 1.9F recognize characteristics of multimodal and digital texts. | | | | | | | | T | T | T | | T | D |
| ***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 author's craft purposefully in order to develop his or her own products and performances. The student is expected to:* | | | | | | | | | | | | | |
| 1.10A discuss the author's purpose for writing text; | | T | D | D | D | D | T | T | T | T | T | T | T |
| 1.10B discuss how the use of text structure contributes to the author's purpose; | | | | | | | T | T | T | T | T | T | T |
| 1.10C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; | | | T | | | | T | T | T | T | T | T | T |
| 1.10D discuss how the author uses words that help the reader visualize; and | | | | T | | | T | T | D | D | T | T | T |
| 1.10E listen to and experience first- and third-person text. | | | | | | | T | T | | | D | D | D |
| ***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 use appropriate conventions. The student is expected to:* | | | | | | | | | | | | | |
| 1.11A plan a first draft by generating ideas for writing such as drawing and brainstorming; | T | T | T | T | T | T | T | T | T | D | D | D | D |
| 1.11B develop drafts in oral, pictorial, or written form by: | T | T | T | T | T | T | T | T | T | T | T | T | T |
| 1.11Bi organizing with structure; and | | | | | | | T | T | T | T | T | T | T |
| 1.11Bii developing an idea with specific and relevant details; | | T | T | T | T | T | T | T | T | T | T | T | T |
| 1.11C revise drafts by adding details in pictures or words; | | | | T | T | T | T | T | T | T | T | T | T |
| 1.11D edit drafts using standard English conventions, including: | T | T | T | T | T | T | T | T | T | T | T | T | T |

# TEKS Verification Document
## Grade 1 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06 | 07A | 07B | 08A | 08B | 09 | 10 | 11 |
| 1.11Di complete sentences with subject-verb agreement; | T | T | T | T | T | T | T | | T | T | D | D | D |
| 1.11Dii past and present verb tense; | | T | T | D | D | D | D | D | D | D | O | O | O |
| 1.11Diii singular, plural, common, and proper nouns; | | | | T | T | D | T | T | D | D | O | O | O |
| 1.11Div adjectives, including articles; | | | | | T | T | T | D | D | D | O | O | O |
| 1.11Dv adverbs that convey time; | | | | | | | | T | T | D | D | O | O |
| 1.11Dvi prepositions; | | | | | | T | T | D | D | D | O | O | O |
| 1.11Dvii pronouns including subjective, objective, and possessive cases; | | | | | T | T | D | D | T | T | D | O | O |
| 1.11Dviii capitalization for the beginning of sentences and the pronoun "I"; | T | T | T | D | D | D | T | T | D | D | O | O | O |
| 1.11Dix punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and | T | T | T | D | D | D | D | D | D | D | O | O | O |
| 1.11Dx correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words with adult assistance; and | | | | | | | T | T | T | T | T | T | T |
| 1.11E publish and share writing. | T | T | T | D | D | D | T | T | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | | |
| 1.12A dictate or compose literary texts, including personal narratives and poetry; | | | | | | | T | T | | | T | | |
| 1.12B dictate or compose informational texts, including procedural texts; and | | | | | | | | | T | T | | | |
| 1.12C dictate or compose correspondence such as thank you notes or letters. | | | | | | | | | | | | T | T |
| ***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:* | | | | | | | | | | | | | |
| 1.13A generate questions for formal and informal inquiry with adult assistance; | | | | | | | | T | T | T | | | |

# TEKS Verification Document
## Grade 1 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06 | 07A | 07B | 08A | 08B | 09 | 10 | 11 |
| 1.13B develop and follow a research plan with adult assistance; | | | | | | | | | | T | | | |
| 1.13C identify and gather relevant sources and information to answer the questions with adult assistance; | | | | | | | | T | T | T | | | |
| 1.13D demonstrate understanding of information gathered with adult assistance; and | | | | | | | | T | T | T | | | |
| 1.13E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | | | | | | | | | T | | | |
| | | | | | | | | | | | | | |

# GRADE

# 2



# 2nd GRADE GOALS



## NWEA/ MAP

**READING**
FALL 181
WINTER 189
SPRING 193

**MATH**
FALL 183
WINTER 192
SPRING 197

## FLUENCY

**BOY** 60

**MOY** 75

**EOY** 90

## AR

**1ST NINE WEEKS** 25

**2ND NINE WEEKS** 50

**3RD NINE WEEKS** 75

**4TH NINE WEEKS** 100



# Year at a Glance

## Grade 2 – English Language Arts and Reading

| First Semester | Second Semester |
|---|---|
| **1st Nine Weeks** | **3rd Nine Weeks** |
| **Unit 01: Ready, Set, Go! Using Print and Language in the World Around Us** (20 days)<br>2.1A, 2.1B, 2.1C, 2.1D, 2.1E; 2.2A, 2.2Ai, 2.2Aii, 2.2Aiii, 2.2Aiv, 2.2B, 2.2Bi, 2.2Biii, 2.2Bvi, 2.2Bvii; 2.2C, 2.2Ci, 2.2Cvi; 2.3B; 2.4A; 2.5A; 2.6A, 2.6I; 2.7E; 2.11A, 2.11B, 2.11D, 2.11Di, 2.11Dii, 2.11Diii, 2.11Dvii, 2.11Dix, 2.11Dx, 2.11Dxi, 2.11E<br><br>**Unit 02: Understanding Purpose and Making Connections to Comprehend** (10 days)<br>2.1A, 2.1B, 2.1C, 2.1D, 2.1E; 2.2A, 2.2Aii, 2.2Aiii, 2.2Aiv, 2.2B, 2.2Bi, 2.2Biii, 2.2Bvi, 2.2Bvii, 2.2C, 2.2Ci, 2.2Cvi, 2.2D; 2.3A, 2.3B; 2.4A; 2.5A; 2.6A, 2.6E, 2.6I; 2.7A, 2.7C, 2.7D, 2.7E, 2.7F; 2.10A; 2.11A, 2.11B, 2.11Bii, 2.11D, 2.11Di, 2.11Dii, 2.11Dvi, 2.11Dvii, 2.11Dxi, 2.11E<br><br>**Unit 03: Asking Questions and Predicting to Comprehend** (10 days)<br>2.1A, 2.1B, 2.1C, 2.1D, 2.1E; 2.2A, 2.2Aii, 2.2Aiii, 2.2Aiv, 2.2B, 2.2Bi, 2.2Biii, 2.2Bvii, 2.2C, 2.2Ci, 2.2D, 2.2E; 2.3A, 2.3B; 2.6B, 2.6C, 2.6I; 2.7C, 2.7E, 2.7F; 2.10A, 2.10C; 2.11A, 2.11B, 2.11Bii, 2.11D, 2.11Di, 2.11Diii, 2.11Dix, 2.11Dxi | **Unit 06A: Examining Characteristics of Fiction, Including Drama** (15 days)<br>2.2B, 2.2Biii, 2.2Biv, 2.2Bv, 2.2Bvi, 2.2Bvii; 2.2C, 2.2Ci, 2.2Ciii, 2.2Civ, 2.2Cv, 2.2Cvi, 2.2D, 2.2E; 2.3A, 2.3B, 2.3C, 2.3D; 2.6A, 2.6B, 2.6C, 2.6E, 2.6F, 2.6G, 2.6H, 2.6I; 2.7B, 2.7C, 2.7D, 2.7E; 2.8A, 2.8B, 2.8C, 2.8D; 2.9C, 2.9F; 2.10A, 2.10B, 2.10C, 2.10D, 2.10E; 2.11A, 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Div, 2.11Dv, 2.11Dviii, 2.11Dx, 2.11Dxi; 2.12A<br><br>**Unit 06B: Examining Characteristics of Traditional Literature** (10 days)<br>2.2B, 2.2Biii, 2.2Bv, 2.2Bvi, 2.2Bvii; 2.2C, 2.2Ci, 2.2Civ, 2.2Cv, 2.2Cvi, 2.2E; 2.3A, 2.3B, 2.3C, 2.3D; 2.6C, 2.6E, 2.6F, 2.6G, 2.6H; 2.7B, 2.7C, 2.7D, 2.7E; 2.8A, 2.8B, 2.8C, 2.8D; 2.9A; 2.10A, 2.10B, 2.10C, 2.10D, 2.10E; 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Dxi; 2.12A; 2.13A, 2.13C<br><br>**Unit 07A: Examining Characteristics of Informational Text** (10 days)<br>2.2B, 2.2Biii, 2.2Biv, 2.2Bv, 2.2Bvi, 2.2Bvii; 2.2C, 2.2Ci, 2.2Ciii, 2.2Civ, 2.2Cv, 2.2Cvi, 2.2E; 2.3B, 2.3C, 2.3D; 2.6A, 2.6B, 2.6C, 2.6E, 2.6F, 2.6G, 2.6H; 2.7B, 2.7C, 2.7D, 2.7E; 2.9D, 2.9Di, 2.9Dii, 2.9Diii, 2.9F; 2.10A, 2.10B, 2.10C; 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Dxi; 2.12B, 2.13A, 2.13C, 2.13E |
| **2nd Nine Weeks** | **4th Nine Weeks** |
| **Unit 04: Visualizing to Comprehend** (5 days)<br>2.1A, 2.1C, 2.1D; 2.2A, 2.2Aii, 2.2B, 2.2Bi, 2.2Biii, 2.2Bvii, 2.2C, 2.2Ci, 2.2D, 2.2E; 2.3A, 2.3B; 2.6D, 2.6I; 2.7C, 2.7E, 2.7F; 2.10D; 2.11A, 2.11B, 2.11Bii, 2.11D, 2.11Div, 2.11Dx, 2.11Dxi<br><br>**Unit 05: Inferring, Determining Key Ideas, and Synthesizing to Comprehend** (25 days)<br>2.1A, 2.1C, 2.1D; 2.2B, 2.2Bi, 2.2Bii, 2.2Biii, 2.2Bv, 2.2Bvii, 2.2C, 2.2Ci, 2.2Cii, 2.2Civ, 2.2Cv, 2.2D, 2.2E; 2.3A, 2.3B, 2.3D; 2.6F, 2.6G, 2.6H, 2.6I; 2.7C, 2.7D, 2.7E; 2.11A, 2.11B, 2.11Bii, 2.11C, 2.11D, 2.11Di, 2.11Dviii, 2.11Dxi, 2.11E; 2.13A, 2.13C, 2.13E | **Unit 07B: Finding Information through Inquiry and Research** (10 days)<br>2.2B, 2.2Biii, 2.2Bv, 2.2Bvi, 2.2Bvii, 2.2C, 2.2Ci, 2.2Civ, 2.2Cv, 2.2Cvi, 2.2E; 2.3B, 2.3C, 2.3D; 2.6A, 2.6B, 2.6C, 2.6E, 2.6F, 2.6G, 2.6H; 2.7B, 2.7C, 2.7D, 2.7E; 2.9D, 2.9Di , 2.9Dii, 2.9Diii, 2.9F; 2.10A, 2.10B, 2.10C; 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Dxi; 2.12B; 2.13A, 2.13B, 2.13C, 2.13D, 2.13E, 2.13F, 2.13G<br><br>**Unit 08: Examining Characteristics of Poetry** (10 days)<br>2.2E, 2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 2.6F, 2.6G, 2.6H, 2.7B, 2.7C, 2.7D, 2.7E, 2.8A, 2.9B, 2.9F, 2.10A, 2.10B, 2.10D, 2.10E, 2.10F, 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Dxi, 2.12A<br><br>**Unit 09: Examining Characteristics of Persuasive Text** (10 days)<br>2.2B, 2.2Biv, 2.2C, 2.2Ciii; 2.6A, 2.6C, 2.6E, 2.6F, 2.6G, 2.6H; 2.7B, 2.7C, 2.7E; 2.9E, 2.9Ei, 2.9Eii, 2.9F; 2.10A, 2.10B, 2.10C, 2.10D, 2.10F; 2.11B, 2.11Bi, 2.11Bii, 2.11C, 2.11D, 2.11Dix, 2.11Dxi; 2.12C<br><br>**Unit 10: Living in a World of Literacy** (5 days)<br>2.6A, 2.6G; 2.7B, 2.7C, 2.7D; 2.10A; 2.11D, 2.11Dix, 2.11Dxi; 2.12C, 2.13A, 2.13B, 2.13C, 2.13E, 2.13G |

# Grade 2 Year at a Glance

2024-2025

| | 1st Nine Weeks | | 2nd Nine Weeks | |
|---|---|---|---|---|
| **Week 1** | **Enrichment Opportunities** | | Unit 04: Visualizing to Comprehend 5 Days | **Module 3 Week 3**<br>2.6D Create mental images |
| **Week 2** | Unit 01: Ready, Set, Go! Using Print and Language in the World Around Us 20 Days | **Module 1 Week 1**<br>2.1A Listen actively 2.6I Monitor Comprehension | Unit 05: Inferring, Determining Key Ideas, and Synthesizing to Comprehend 25 Days | **Module 4 Week 1**<br>2.6F Make Inferences |
| **Week 3** | | **Module 1 Week 2**<br>2.6I Monitor Comprehension 2.1A Asking Questions 2.3B Use Context 2.4A Fluency | | **Module 4 Week 2**<br>2.6G Evaluate Details |
| **Week 4** | | **Module 1 Week 3**<br>2.6I Monitor Comprehension 2.1A Asking Questions 2.5A Self select texty | | **Module 4 Week 3**<br>2.6H Synthesize |
| **Week 5** | | **Module 2 Week 1**<br>2.6E Making Connections | | **Module 5 Week 1**<br>2.7D Retell |
| **Week 6** | Unit 02: Understanding Purpose and Making Connections to Comprehend 10 Days | **Module 2 Week 2**<br>2.7C Use text evidence | | **Module 5 Week 2**<br>2.6I Monitor |
| **Week 7** | | **Module 2 Week 3**<br>2.10A Author's Purpose | Enrichement Oppurtunites | **Module 5 Week 3**<br>2.3A Use print & digital print |
| **Week 8** | Unit 03: Asking Questions and Predicting to Comprehend 10 Days | **Module 3 Week 1**<br>2.7C Use text evidence | | **Module 6 Week 1**<br>2.3B Use Context 2.6G Evaluate details |
| **Week 9** | | **Module 3 Week 2**<br>2.10A Author's Purpose | | **Module 6 Week 2**<br>2.3D identify antoyms, synonyms, idioms, and homographs |

# Grade 2 Year at a Glance

2024-2025

| | 3rd Nine Weeks | | 4th Nine Weeks | |
|---|---|---|---|---|
| **Week 1** | Unit 06A: Examining Characteristics of Fiction, Including Drama 15 Days | **Module 6 Week 3**<br>2.8A Theme | Unit 07B: Finding Information Through Inquiry and Research 10 Days | **Module 9 Week 3**<br>2.6A Purpose for Reading 2.6B Generate Questions about text 2.13A Generate questions for inquiry |
| **Week 2** | | **Module 7 Week 1**<br>2.8B Describe the main character | | **Module 10 Week 1**<br>2.6A Purpose for Reading 2.6B Generate Questions about text |
| **Week 3** | | **Module 7 Week 2**<br>2.8C Plot | Unit 08: Examining Characteristics of Poetry 10 days | **Module 10 Week 2**<br>2.9B Visual Partterns variety of poems 2.10A Author's Purpose |
| **Week 4** | | **Module 7 Week 3**<br>2.10D Discuss the use of descriptive, literal, and figurative language | | **Module 10 Week 3**<br>2.9B Visual Partterns variety of poems 2.10A Author's Purpose |
| **Week 5** | Unit 06B: Examining Characteristics of Traditional Literature 10 Days | **Module 8 Week 1**<br>2.9A demonstrate knowledge of childrens literature 2.10D Discuss the use of descriptive, literal, and figurative language 2.10E Id the use of first person or third person | Unit 09: Examining Characteristics of Persuasive Text 10 Days | **Module 11 Week 1**<br>2.9E Characteristics of persuasive texts 2.9Ei Stating what the author is trying to persuade 2.9Eii facts and opinion |
| **Week 6** | | **Module 8 Week 2**<br>2.9A demonstrate knowledge of childrens literature 2.8B describe the main character 2.8C Understand plot elements | | **Module 11 Week 2**<br>2.9E Characteristics of persuasive texts 2.9Ei Stating what the author is trying to persuade 2.9Eii facts and opinion |
| **Week 7** | Unit 07A: Examining Characteristics of Informational Text 10 Days | **Module 8 Week 3**<br>2.9D Characteristics of Informational text 2.9Di Central Idea | Unit 10: Living in a World of Literacy 10 Days | **Module 11 Week 3**<br>2.6G evaluate details |
| **Week 8** | | **Module 9 Week 1**<br>2.9Dii Features 2.9Diii,Oragnizational Patterns | | 2.6G evaluate details |
| **Week 9** | | **Module 9 Week 2**<br>2.7D Retell and paraphrase texts logical order. | Enrichment Opportunities | |




# TEKS VERIFICATION DOCUMENT

# TEKS Verification Document
## Grade 2 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06A | 06B | 07A | 07B | 08 | 09 | 10 |
| ***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:* | | | | | | | | | | | | |
| 2.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; | T | T | T | T | T | D | D | O | O | O | O | O |
| 2.1B follow, restate, and give oral instructions that involve a short, related sequence of actions; | T | T | T | D | D | D | D | O | O | O | O | O |
| 2.1C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; | T | T | T | T | T | D | D | O | O | O | O | O |
| 2.1D 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; and | T | T | T | T | T | D | D | O | O | O | O | O |
| 2.1E develop social communication such as distinguishing between asking and telling. | T | T | T | D | D | D | D | O | O | O | O | O |
| ***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:* | | | | | | | | | | | | |
| 2.2A demonstrate phonological awareness by: | T | T | T | T | O | O | O | O | O | O | O | O |
| 2.2Ai producing a series of rhyming words; | T | D | D | D | O | O | O | O | O | O | O | O |
| 2.2Aii distinguishing between long and short vowel sounds in one syllable and multi-syllable words; | T | T | T | T | O | O | O | O | O | O | O | O |
| 2.2Aiii recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and | T | T | T | D | O | O | O | O | O | O | O | O |
| 2.2Aiv manipulating phonemes within base words; | T | T | T | D | O | O | O | O | O | O | O | O |
| 2.2B demonstrate and apply phonetic knowledge by: | T | T | T | T | T | T | T | T | T | D | T | D |
| 2.2Bi decoding words with short, long, or variant vowels, trigraphs, and blends; | T | T | T | T | T | D | D | O | O | O | O | O |
| 2.2Bii decoding words with silent letters such as knife and gnat; | | | | | T | D | O | O | O | O | O | O |
| 2.2Biii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | T | T | T | T | T | T | T | T | T | D | D | D |

**T - TAUGHT DIRECTLY:** TEKS intended to be explicitly taught in this unit.
**D - DEVELOPING:** TEKS that need continued practice, improvement, and refinement, but do not necessarily need to be explicitly taught in this unit.
**O - ONGOING:** TEKS that have been previously taught where proficiency of the knowledge/skill is evident, and the knowledge/skill is intended to be applied or practiced in a new or different context.

# TEKS Verification Document
## Grade 2 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06A | 06B | 07A | 07B | 08 | 09 | 10 |
| 2.2Biv decoding compound words, contractions, and common abbreviations; | | | | | | T | D | T | D | D | T | O |
| 2.2Bv decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV; | | | | | T | T | T | T | T | D | D | D |
| 2.2Bvi decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and | T | T | D | D | D | T | T | T | T | D | D | D |
| 2.2Bvii identifying and reading high-frequency words from a research-based list; | T | T | T | T | T | T | T | T | T | D | D | D |
| 2.2C demonstrate and apply spelling knowledge by: | T | T | T | T | T | T | T | T | T | D | T | D |
| 2.2Ci 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; | T | T | T | T | T | T | T | T | T | D | D | D |
| 2.2Cii spelling words with silent letters such as knife and gnat; | | | | | T | D | O | O | O | O | O | O |
| 2.2Ciii spelling compound words, contractions, and common abbreviations; | | | | | | T | D | T | D | D | T | O |
| 2.2Civ spelling multisyllabic words with multiple sound-spelling patterns; | | | | | T | T | T | T | T | D | D | D |
| 2.2Cv spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and | | | | | T | T | T | T | T | D | D | D |
| 2.2Cvi spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; | T | T | D | D | D | T | T | T | T | D | D | D |
| 2.2D alphabetize a series of words and use a dictionary or glossary to find words; and | | T | T | T | T | T | D | D | D | O | O | O |
| 2.2E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters. | D | D | T | T | T | T | T | T | T | T | D | D |
| ***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:* | | | | | | | | | | | | |
| 2.3A use print or digital resources to determine meaning and pronunciation of unknown words; | | T | T | T | T | T | T | D | D | D | D | D |
| 2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words; | T | T | T | T | T | T | T | T | T | D | D | D |
| 2.3C identify the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and | | | | | | T | T | T | T | D | D | D |

# TEKS Verification Document
## Grade 2 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06A | 06B | 07A | 07B | 08 | 09 | 10 |
| 2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. | | | | | T | T | T | T | T | D | D | O |
| ***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:* | | | | | | | | | | | | |
| 2.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | T | T | D | D | D | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 2.5A self-select text and read independently for a sustained period of time. | T | T | D | D | D | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 2.6A establish purpose for reading assigned and self-selected texts; | T | T | D | D | D | T | D | T | T | T | T | T |
| 2.6B generate questions about text before, during, and after reading to deepen understanding and gain information; | | | T | D | D | T | D | T | T | T | D | D |
| 2.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures; | | | T | D | D | T | T | T | T | T | T | D |
| 2.6D create mental images to deepen understanding; | | | | T | D | D | D | D | D | T | D | D |
| 2.6E make connections to personal experiences, ideas in other texts, and society; | | T | D | D | D | T | T | T | T | T | T | D |
| 2.6F make inferences and use evidence to support understanding; | | | | | T | T | T | T | T | T | T | D |
| 2.6G evaluate details to determine key ideas; | | | | | T | T | T | T | T | T | T | T |
| 2.6H synthesize information to create new understanding; and | | | | | T | T | T | T | T | T | T | D |
| 2.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. | T | T | T | T | T | T | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 2.7A describe personal connections to a variety of sources; | | T | D | D | D | D | D | D | D | D | D | D |

# TEKS Verification Document
## Grade 2 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06A | 06B | 07A | 07B | 08 | 09 | 10 |
| 2.7B write brief comments on literary or information texts that demonstrates an understanding of the text; | | | | | | T | T | T | T | T | T | T |
| 2.7C use text evidence to support an appropriate response; | | T | T | T | T | T | T | T | T | T | T | T |
| 2.7D retell and paraphrase texts in ways that maintain meaning and logical order; | | T | D | D | T | T | T | T | T | T | D | T |
| 2.7E interact with sources in meaningful ways such as illustrating or writing; and | T | T | T | T | T | T | T | T | T | T | T | D |
| 2.7F respond using newly acquired vocabulary as appropriate. | | T | T | T | D | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 2.8A discuss topics and determine theme using text evidence with adult assistance; | | | | | | T | T | | | T | | D |
| 2.8B describe the main characters' (characters') internal and external traits; | | | | | | T | T | | | | | D |
| 2.8C describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and | | | | | | T | T | | | | | D |
| 2.8D describe the importance of the setting. | | | | | | T | T | | | | | D |
| ***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:* | | | | | | | | | | | | |
| 2.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktale, fables, and fairy tales; | | | | | | | T | | | | | D |
| 2.9B explain visual patterns and structures in a variety of poems; | | | | | | | | | | T | | D |
| 2.9C discuss the elements in drama such as characters, dialogue, and setting; | | | | | | T | | | | | | D |
| 2.9D recognize characteristics and structures of informational text, including: | | | | | | | | T | T | | | D |
| 2.9Di the central idea and supporting evidence with adult assistance; | | | | | | | | T | T | | | D |
| 2.9Dii features and graphics to locate and gain information; and | | | | | | | | T | T | | | D |

# TEKS Verification Document
## Grade 2 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06A | 06B | 07A | 07B | 08 | 09 | 10 |
| 2.9Diii organizational patterns such as chronological order and cause and effect stated explicitly; | | | | | | | | T | T | | | D |
| 2.9E recognize characteristics of persuasive texts, including: | | | | | | | | | | | T | D |
| 2.9Ei stating what the author is trying to persuade the reader to think and do; and | | | | | | | | | | | T | D |
| 2.9Eii distinguishing facts from opinion; and | | | | | | | | | | | T | D |
| 2.9F recognize characteristics of multimodal and digital texts. | | | | | | T | | T | T | T | T | D |
| ***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 author's craft purposefully in order to develop his or her own products and performances. The student is expected to:* | | | | | | | | | | | | |
| 2.10A discuss the author's purpose for writing text; | | T | T | D | D | T | T | T | T | T | T | T |
| 2.10B discuss how the use of text structure contributes to the author's purpose; | | | | | | T | T | T | T | T | T | D |
| 2.10C discuss the author's use of print and graphic features to achieve specific purposes; | | | T | D | D | T | T | T | T | D | T | D |
| 2.10D discuss the use of descriptive, literal, and figurative language; | | | | T | | T | T | | | T | T | D |
| 2.10E identify the use of first or third person in a text; and | | | | | | T | T | | | T | | O |
| 2.10F identify and explain the use of repetition. | | | | | | | | | | T | T | O |
| ***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 use appropriate conventions. The student is expected to:* | | | | | | | | | | | | |
| 2.11A plan a first draft by generating ideas for writing such as drawing and brainstorming; | T | T | T | T | T | T | D | D | D | D | D | D |
| 2.11B develop drafts into a focused piece of writing by: | T | T | T | T | T | T | T | T | T | T | T | D |
| 2.11Bi organizing with structure; and | | | | | | T | T | T | T | T | T | D |
| 2.11Bii developing an idea with specific and relevant details; | | T | T | T | T | T | T | T | T | T | T | D |

# TEKS Verification Document
## Grade 2 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06A | 06B | 07A | 07B | 08 | 09 | 10 |
| 2.11C revise drafts by adding, deleting, or rearranging words, phrases, or sentences; | | | | | T | T | T | T | T | T | T | D |
| 2.11D edit drafts using standard English conventions, including: | T | T | T | T | T | T | T | T | T | T | T | T |
| 2.11Di complete sentences with subject-verb agreement; | T | T | T | D | T | D | D | D | D | D | D | O |
| 2.11Dii past and present and future verb tense; | T | T | D | D | D | D | D | O | O | O | O | O |
| 2.11Diii singular, plural, common, and proper nouns; | T | D | T | D | D | D | D | O | O | O | O | O |
| 2.11Div adjectives, including articles; | | | | T | D | T | D | D | O | O | O | O |
| 2.11Dv adverbs that convey time and adverbs that convey place; | | | | | | T | D | D | O | O | O | O |
| 2.11Dvi prepositions and prepositional phrases; | | T | D | D | D | D | D | O | O | O | O | O |
| 2.11Dvii pronouns including subjective, objective, and possessive cases; | T | T | D | D | D | D | O | O | O | O | O | O |
| 2.11Dviii coordinating conjunctions to form compound subjects and predicates; | | | | | T | T | D | D | O | O | O | O |
| 2.11Dix capitalization of months, days of the week, and the salutation and conclusion of a letter; | T | D | T | D | D | D | D | D | D | D | T | T |
| 2.11Dx end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and | T | D | D | T | D | T | D | D | D | D | D | O |
| 2.11Dxi correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and | T | T | T | T | T | T | T | T | T | T | T | T |
| 2.11E publish and share writing. | T | T | D | D | T | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 2.12A compose literary texts, including personal narratives and poetry; | | | | | | T | T | | | T | | |
| 2.12B compose informational texts, including procedural texts and reports; and | | | | | | | | T | T | | | |

# TEKS Verification Document
## Grade 2 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02 | 03 | 04 | 05 | 06A | 06B | 07A | 07B | 08 | 09 | 10 |
| 2.12C compose correspondence such as thank you notes or letters. | | | | | | | | | | | T | T |
| ***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:* | | | | | | | | | | | | |
| 2.13A generate questions for formal and informal inquiry with adult assistance; | | | | | T | | T | T | T | | | T |
| 2.13B develop and follow a research plan with adult assistance; | | | | | | | | | T | | | T |
| 2.13C identify and gather relevant sources and information to answer the questions; | | | | | T | | T | T | T | | | T |
| 2.13D identify primary and secondary sources; | | | | | | | | | T | | | |
| 2.13E demonstrate understanding of information gathered; | | | | | T | | | T | T | | | T |
| 2.13F cite sources appropriately; and | | | | | | | | | T | | | |
| 2.13G use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results. | | | | | | | | | T | | | T |
| | | | | | | | | | | | | |

# GRADE 3



# 3rd GRADE GOALS



## STAAR

READING 100%

MATH 100%

## NWEA/ MAP

READING
FALL 193
WINTER 200
SPRING 200

MATH
FALL 196
WINTER 203
SPRING 208

## FLUENCY

BOY 90

MOY 105

EOY 120

## AR

1ST NINE WEEKS 35

2ND NINE WEEKS 70

3RD NINE WEEKS 100

4TH NINE WEEKS 125

# 2023 REVISED Year at a Glance
## Grade 3 – English Language Arts and Reading

| First Semester | Second Semester |
|---|---|
| **1st Nine Weeks** | **3rd Nine Weeks** |
| **Unit 01: Literacy All Around Us** (10 days)<br>3.1A, 3.1B, 3.1C, 3.1D, 3.1E; 3.2A, 3.2Ai, 3.2Aii, 3.2Aiv, 3.2Avii, 3.2B, 3.2Bi, 3.2Biv, 3.2Bv, 3.2C, 3.2D; 3.3A, 3.3B; 3.4A; 3.5A; 3.6A, 3.6B, 3.6E, 3.6I; 3.7A, 3.7B, 3.7D, 3.7E; 3.11A, 3.11B, 3.13A<br><br>**Unit 02A: Author's Purpose & Craft: Examining Purpose and Message** (15 days)<br>3.1A; 3.2A, 3.2Aii, 3.2Aiii, 3.2Aiv, 3.2B, 3.2Bi, 3.2Biii, 3.2Biv, 3.2Bv, 3.2C, 3.2D; 3.3A, 3.3B, 3.3D; 3.5A; 3.6A, 3.6B, 3.6E, 3.6I; 3.7A, 3.7B, 3.7C, 3.7D, 3.7E; 3.10A; 3.11A, 3.11B, 3.11D, 3.11Di, 3.11Dii, 3.11Diii, 3.11Dix, 3.11Dx, 3.11Dxi<br><br>**Unit 02B: Author's Purpose & Craft: Examining Purpose and Structure** (12 days)<br>3.2A, 3.2Aii, 3.2Aiii, 3.2Aiv, 3.2B, 3.2Bi, 3.2Bii 3.2Biii,, 3.2Biv, 3.2Bv, 3.2D; 3.3D; 3.6A, 3.6B, 3.6C, 3.6E, 3.6F, 3.6G, 3.6I; 3.7B, 3.7C, 3.7E, 3.7F, 3.7G; 3.10A, 3.10B, 3.10C; 3.11A, 3.11B, 3.11Bi, 3.11D, 3.11Di, 3.11Diii, 3.11Dvii, 3.11Dviii, 3.11Dix, 3.11Dx, 3.11Dxi, 3.11E; 3.12D | **Unit 05: Discovering Poetry** (10 days)<br>3.2A, 3.2Av, 3.2Avi, 3.2B, 3.2Bvi, 3.2Bvii; 3.3A, 3.3B, 3.3C; 3.6B, 3.6C, 3.6D, 3.6E, 3.6F, 3.6G; 3.7B, 3.7C, 3.7D, 3.7E, 3.7G; 3.8A; 3.9B; 3.10A, 3.10B, 3.10C, 3.10D, 3.10E, 3.10F; 3.11A, 3.11B, 3.11Bi, 3.11Bii, 3.11C, 3.11D, 3.11Dxi; 3.12A; 3.12B<br><br>**Unit 06: Discovering Informational Texts** (15 days)<br>3.2A, 3.2Av, 3.2Avi, 3.2B, 3.2Bvi, 3.2Bvii; 3.3A, 3.3B, 3.3C; 3.6B, 3.6C, 3.6E, 3.6F, 3.6G, 3.6H; 3.7B, 3.7C, 3.7D, 3.7E, 3.7G; 3.9D, 3.9Di, 3.9Dii, 3.9Diii, 3.9F; 3.10A, 3.10B, 3.10C; 3.11A, 3.11B, 3.11Bi, 3.11Bii, 3.11C, 3.11D, 3.11Dv, 3.11Dxi; 3.12B; 3.13A, 3.13C, 3.13E<br><br>**Unit 07: Discovering Argument and Inquiry** (15 days)<br>3.2A, 3.2Av, 3.2Avi, 3.2B, 3.2Bvi, 3.2Bvii; 3.3A, 3.3B, 3.3C; 3.6B, 3.6C, 3.6E, 3.6F, 3.6G, 3.6H; 3.7B, 3.7C, 3.7D, 3.7E, 3.7G; 3.9E, 3.9Ei, 3.9Eii, 3.9Eiii, 3.9F; 3.10A, 3.10B, 3.10C, 3.10D, 3.10F, 3.10G; 3.11A, 3.11B, 3.11Bi, 3.11Bii, 3.11C, 3.11D, 3.11Dxi; 3.12B; 3.12C; 3.13A, 3.13B, 3.13C, 3.13D, 3.13E, 3.13F, 3.13G, 3.13H |
| **2nd Nine Weeks** | **4th Nine Weeks** |
| **Unit 02C: Author's Purpose & Craft: Examining Purpose and Language** (12 days)<br>3.2A, 3.2Aii, 3.2Aiv, 3.2B, 3.2Bi, 3.2Bii, 3.2Biv, 3.2Bv, 3.2D; 3.3D; 3.6B, 3.6D, 3.6E, 3.6F, 3.6G, 3.6I; 3.7B, 3.7C, 3.7F, 3.7G; 3.10A, 3.10D, 3.10F; 3.11A, 3.11B, 3.11Bii, 3.11C, 3.11D, 3.11Di, 3.11Div, 3.11Dv, 3.11Dviii, 3.11Dx, 3.11Dxi, 3.11E<br><br>**Unit 03A: Fiction! Exploring Literary Elements** (10 days)<br>3.2A, 3.2Ai, 3.2Av, 3.2B, 3.2Biv, 3.2Bvi, 3.2D; 3.3B, 3.3C; 3.6A, 3.6B, 3.6C, 3.6D, 3.6E, 3.6F, 3.6G, 3.6H; 3.7B, 3.7C, 3.7D, 3.7E, 3.7G; 3.8A, 3.8B, 3.8C, 3.8D; 3.10A, 3.10B, 3.10C, 3.10D, 3.10E, 3.10F; 3.11A, 3.11B, 3.11Bi, 3.11Bii, 3.11C, 3.11D, 3.11Di, 3.11Dvi, 3.11Dviii, 3.11Dxi, 3.11E; 3.12A; 3.12B<br><br>**Unit 03B: Discovering Types of Fiction in Traditional Literature** (5 days)<br>3.2A, 3.2Ai, 3.2Av, 3.2Avi, 3.2B, 3.2Biv, 3.2Bvi, 3.2Bvii; 3.3B, 3.3C; 3.6D, 3.6E, 3.6F, 3.6G, 3.6H; 3.7B, 3.7C, 3.7D, 3.7E, 3.7G; 3.8A, 3.8B, 3.8C, 3.8D; 3.9A; 3.10A, 3.10B, 3.10C, 3.10D, 3.10E, 3.10F; 3.11A, 3.11B, 3.11Bi, 3.11Bii, 3.11C, 3.11D, 3.11Dvi, 3.11Dxi, 3.11E; 3.12A, 3.12B<br><br>**Unit 04: Drama! Exploring Dramatic Structure** (10 days)<br>3.2A, 3.2Av, 3.2Avi, 3.2B, 3.2Bvi, 3.2Bvii; 3.3A, 3.3B, 3.3C; 3.6B, 3.6C, 3.6E, 3.6F, 3.6G; 3.7B, 3.7C, 3.7D, 3.7E, 3.7G; 3.8A, 3.8B, 3.8C, 3.8D; 3.9C; 3.10A, 3.10B, 3.10C, 3.10D, 3.10E, 3.10F; 3.11A, 3.11B, 3.11Bi, 3.11Bii, 3.11C, 3.11D, 3.11Dxi; 3.12A; 3.12B | **Unit 08: Discovering Connections across Genres** (20 days)<br>3.6E, 3.6F, 3.6G, 3.6H; 3.7B, 3.7C, 3.7D, 3.7E, 3.7G; 3.10A, 3.10B, 3.10C, 3.10D, 3.10F; 3.11B, 3.11Bi, 3.11Bii, 3.11C; 3.12A, 3.12B, 3.12C<br><br>**Unit 09: Researching for Understanding** (15 days)<br>3.6E, 3.6F, 3.6G, 3.6H; 3.7B, 3.7C, 3.7D, 3.7E, 3.7G; 3.11B, 3.11Bi, 3.11Bii, 3.11C; 3.13A, 3.13B, 3.13C, 3.13D, 3.13E, 3.13F, 3.13G, 3.13H |

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# Grade 3 Year at a Glance

2024-2025

| | 1st Nine Weeks | | 2nd Nine Weeks | |
|---|---|---|---|---|
| **Week 1** | **Enrichment Opportunities** | | Unit 02B Cont. | **Module 3 Week 3**<br>3.10C Print & Graphic Features<br>3.11Bi Intro/Conclusion |
| **Week 2** | Unit 01: Literacy All Around Us (10 days) | **Module 1 Week 1**<br>3.3B Context Clues<br>3.11Diii Nouns | Unit 02C: AP & Craft: Examining Purpose and Language (12 days) | **Module 5 Week 1**<br>Figurative Language<br>3.11B Drafts |
| **Week 3** | | **Module 1 Week 2**<br>3.6E Making Connections<br>3.11Dii Verbs | | **Module 5 Week 2**<br>3.6F Make Inferences<br>3.11C Revise |
| **Week 4** | | **Module 1 Week 3**<br>3.7B Respond to Literacy<br>3.11Di Complete Sentences | | **Module 5 Week 3**<br>3.10A AP & Msg<br>3.11D Edit |
| **Week 5** | Unit 02A: Author's Purpose & Craft: Examining Purpose and message (15 days) | **Module 2 Week 1**<br>3.7D Retell<br>3.11Dix Capitalization | Unit 03A: Fiction Exploring Literary Elements (10 days) | **Module 7 Week 1**<br>3.8C Plot Elements<br>3.11BCD |
| **Week 6** | | **Module 2 Week 2**<br>3.10A Author's Purpose<br>3.11Dx Punctuation (commas) | | **Module 7 Week 3**<br>3.8B Character Relationships<br>3.11BCD<br>**THANKSGIVING** |
| **Week 7** | | **Module 2 Week 3**<br>3.7C Text Evidence<br>3.11Dx Punctuation (dialogue) | Unit 03B: Traditional Lit. (5 days) | **Module 10 Week 2**<br>3.9A Children's Lit<br>3.11BCD |
| **Week 8** | Unit 02B: AP & Craft: Examining Purpose and Language (12 days) | **Module 3 Week 1**<br>3.6G Details & Key Ideas<br>3.7B Respond to Literature | Unit 04: Drama! Exploring Dramatic Structure (10 days) | **Module 4 Week 1**<br>3.9C Drama Elements<br>3.12A Informational Texts |
| **Week 9** | | **Module 3 Week 2**<br>3.10B Text Structure<br>3.11Dx Commas<br>**MINI FALL BREAK** | | **Module 4 Week 3**<br>3.8A Theme<br>3.12A Informational Texts<br>**CHRISTMAS** |

# Grade 3 Year at a Glance

2024-2025

| | 3rd Nine Weeks | | 4th Nine Weeks | |
|---|---|---|---|---|
| **Week 1** | Unit 05: Discovering Poetry (10 days) | **Module 2 Week 2**<br>3.9B Poetry Elements<br>3.12B Informational Texts | Unit 08: Discovering Connections Across Genres (20 days) | **Module 8 Week 3**<br>3.10A Author's Purpose<br>3.11 Writing Process |
| **Week 2** | | **Module 8 Week 2**<br>3.10A Author's Purpose<br>3.12B Informational Texts | | **Module 9 Week 1-3**<br>Data Driven Instruction |
| **Week 3** | | **Teacher's Choice Poetry**<br>3.6F Make Inferences<br>3.12B Informational Texts | | **Module 11 Week 2**<br>Data Driven Instruction |
| **Week 4** | Unit 06: Discovering Informational Texts (15 days) | **Module 8 Week 1**<br>3.9D Info. Text Characteristics<br>3.12B Informational Texts | **STAAR**<br>**Reading Language Arts** | |
| **Week 5** | | **Module 8 Week 2**<br>3.10B Text Structure<br>3.12B Informational Texts | **STAAR**<br>**Science Grade 5** | |
| | | **MINI SPRING BREAK** | | |
| **Week 6** | | **Module 8 Week 3**<br>3.10C Print & Graphic Features<br>3.12B Informational Texts | **STAAR**<br>**Mathematics** | |
| **Week 7** | Unit 07: Discovering Argument and Inquiry (15 days) | **Module 7 Week 1**<br>3.9Ei Argmt Characteristics<br>3.11 Writing Process | **Unit 09: Researching for Understanding (15 days)** | |
| **Week 8** | | **Module 8 Week 1**<br>3.9Eii Facts & Opinions<br>3.11 Writing Process | | |
| **Week 9** | | **Module 8 Week 3**<br>3.10A Author's Purpose<br>3.11 Writing Process | | |
| | | **SPRING BREAK** | | |

# STAAR Frequency Distribution: Grade 3 ELAR

Item Counts by Subcluster

| Instructional Component / subcluster | | item counts | | | | |
|---|---|---|---|---|---|---|
| | | STAAR | | | | TOTAL |
| | | 2021 | 2022 | 2023 | 2024 | |
| **Word Study** | | | | | | |
| 3.2 | Beginning Reading and Writing | *NT* | *NT* | 1 | 1 | 2 |
| 3.3 | Vocabulary | 4 | 3 | 1 | 2 | 10 |
| **Shared Reading** | | | | | | |
| 3.3 \| 3.4 \| 3.6 | Tools to Know: Reading Process | 1 | 3 | 2 | 2 | 8 |
| 3.6 | Tools to Know: Comprehension | 9 | 9 | 7 | 6 | 31 |
| 3.8 \| 3.9 \| 3.10 | Ways to Show: Thinking about the Meaning | 12 | 12 | 8 | 9 | 41 |
| 3.10 | Author's Craft: Thinking about the Writing | 6 | 4 | 3 | 3 | 16 |
| 3.7 | Ways to Show: Response Skills | 2 | 3 | 3 | 2 | 10 |
| **Writing** | | | | | | |
| 3.7 \| 3.12 | Ways to Show: Extended Constructed Response | | | 1 | 1 | 2 |
| 3.11 | Tools to Know: Writing Process (Revision) | | | 8 | 8 | 16 |
| 3.11 | Tools to Know: Writing Process (Editing) | | | 7 | 7 | 14 |

***40 questions + 1 Extended Constructed Response - STAAR 2023-2024***
***34 multiple choice questions - STAAR Reading 2021, 2022***

*NT* = Not Tested

**Notes:**

- cells with strikethroughs indicate the SE was not eligible for assessment on STAAR that year
- refer to the lead4ward Frequency Distribution by SE for item counts included with each Instructional Component and subcluster

# STAAR Grade 3 Reading Language Arts Blueprint
## Effective as of School Year 2022–23

| Reporting Category | Number of Standards | Number of Questions | Number of Points |
|---|---|---|---|
| **1: Reading** | Readiness: 12<br>Supporting: 19 | 24-26 | 26-28 |
| **2: Writing** | Readiness: 13<br>Supporting: 12 | 15-17 | 24-26 |
| **Item Types by Point** | 1-point questions (multiple-choice and non-multiple choice) | 38 | 38 |
| | 2-point questions (non-multiple choice) | 2 | 4 |
| | Extended Constructed Response | 1 | 10 |
| **Total** | | **41** | **52** |

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.

**Readiness standards** are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-75% of the total points on the base test.

**Supporting standards** play a role in preparing students for the next grade or course but not one that is central. They may address more narrowly defined ideas or concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up approximately 25-45% of the total points on the base test.

**Every passage and question on STAAR is created for Texas students with the review and approval of Texas educators.**

**STAAR passages and questions go through a rigorous development and review process to ensure they accurately measure student knowledge.**

**Step 1: Passages and questions are written to align with the TEKS,** which describe what students should know and be able to do in each grade and subject.

**Step 2: Groups of Texas educators review and approve passages and questions for the grade and subject they teach** to ensure passages and questions are grade-level appropriate, align with the TEKS, and are unbiased and accessible to all students.

**Step 3: Questions are tested out by Texas students but do not count towards their scores** to confirm that the questions are unbiased and accurate. These are called "field-test questions."

**Step 4: Passages and questions that pass all previous steps can be selected for an official STAAR test** to provide educators and families with information to support teaching and learning.

*STAAR Reading Resources, Grades 3–8* *STAAR Resources for all Assessments* *STAAR Redesign Resources*

Texas Education Agency, Student Assessment Division, August 2022

# STAAR Grade 3 Reading Language Arts Test Design

| STAAR Test | Passages | Number of Items | Reading Load |
|---|---|---|---|
| **Base Test**<br>*These items contribute to the student's score.* | The **reading** section of the base test includes<br>• Two single reading passages and<br>• A paired reading passage (two passages read together) | The **reading** section of the base test includes<br>• 24 to 26 multiple-choice and non-multiple-choice items | Approximately 2,740 words maximum† |
| | The **writing** section of the base test includes<br>• Two revising passages,<br>• Two editing passages, and<br>• One extended constructed response (composition) | The **writing** section of the base test includes<br>• 15 to 17 multiple-choice and non-multiple-choice items, including the extended constructed response, which is a written response to a single or paired reading passage | |
| **Field Test**<br>*These items **do not** contribute to the student's score.* | The **field-test** section includes ONLY ONE of the following:<br>• A single reading passage<br>• A paired reading passage<br>• A single revising passage<br>• Two short editing passages | The **field-test** section includes<br>• 6 multiple-choice and non-multiple-choice items | Approximately 650 words maximum† |

†Although the length of individual passages may vary, the maximum reading load of the test is constant.

| Eligible Genres | Passage Considerations |
|---|---|
| Passages may be from any of the following genres:<br>**Literary**<br>Fiction Drama<br>Poetry Literary Nonfiction<br>**Non-literary**<br>Informational§ Argumentative§<br>Correspondence§ Persuasive§ | Passages are developed, and then reviewed and approved by Texas educators taking the following into consideration:<br>• Passages represent polished, high-quality writing and are considered exemplary samples of the eligible genres.<br>• Passages include reliable and accurate information.<br>• Passages are unbiased against or toward any group or culture.<br>• Passages are as engaging as possible for students.<br>• Passages are appropriate for the intended grade level, including readability indicators.<br>• Passages contain enough content to assess multiple student expectations. |

§100% of the non-literary passages for these genres will cover topics from subject area TEKS up to and including grade 3. The majority of topics for these cross-curricular passages will come from social studies and science. The rest will come from fine arts, health, physical education, technology applications, and mathematics (personal financial literacy only).

Texas Education Agency, Student Assessment Division, August 2022




# TEKS VERIFICATION DOCUMENT

# TEKS Verification Document
## Grade 3 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| ***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:* | | | | | | | | | | | | |
| 3.1A listen actively, ask relevant questions to clarify information, and make pertinent comments; | T | T | D | D | D | D | D | D | D | D | D | D |
| 3.1B follow, restate, and give oral instructions that involve a series of related sequences of action; | T | D | D | D | D | D | D | D | D | D | D | D |
| 3.1C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; | T | D | D | D | D | D | D | D | D | D | D | D |
| 3.1D work collaboratively with others by following agreed-upon rules, norms, and protocols; and | T | D | D | D | D | D | D | D | D | D | D | D |
| 3.1E develop social communication such as conversing politely in all situations. | T | D | D | D | D | D | D | D | D | D | D | D |
| ***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* | | | | | | | | | | | | |
| 3.2A demonstrate and apply phonetic knowledge by: | T | T | T | T | T | T | T | T | T | T | D | D |
| 3.2Ai decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; | T | T | T | T | T | T | D | O | D | O | O | O |
| 3.2Aii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | T | T | T | T | D | D | O | O | D | O | O | O |
| 3.2Aiii decoding compound words, contractions, and abbreviations; | | T | T | D | D | O | O | O | O | O | O | O |
| 3.2Aiv decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV with accent shifts; | T | T | T | T | D | D | O | O | D | O | O | O |
| 3.2Av decoding words using knowledge of prefixes; | | | | | T | T | T | T | T | T | D | D |
| 3.2Avi 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; and | | | | | | T | T | T | T | T | D | D |
| 3.2Avii identifying and reading high-frequency words from a research-based list; | T | D | D | D | D | D | O | O | O | O | O | O |
| 3.2B demonstrate and apply spelling knowledge by: | T | T | T | T | T | T | T | T | T | T | D | D |

**T - TAUGHT DIRECTLY:** TEKS intended to be explicitly taught in this unit.
**D - DEVELOPING:** TEKS that need continued practice, improvement, and refinement, but do not necessarily need to be explicitly taught in this unit.
**O - ONGOING:** TEKS that have been previously taught where proficiency of the knowledge/skill is evident, and the knowledge/skill is intended to be applied or practiced in a new or different context.

# TEKS Verification Document
## Grade 3 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 3.2Bi spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;<br>**Readiness Standard** | T | T | T | T | D | D | O | O | D | O | O | O |
| 3.2Bii spelling homophones;<br>**Readiness Standard** | | | T | T | D | D | O | O | O | O | O | O |
| 3.2Biii spelling compound words, contractions, and abbreviations;<br>**Readiness Standard** | | T | T | D | D | O | O | O | O | O | O | O |
| 3.2Biv spelling multisyllabic words with multiple sound-spelling patterns;<br>**Supporting Standard** | T | T | T | T | T | T | D | O | D | O | O | O |
| 3.2Bv spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;<br>**Supporting Standard** | T | T | T | T | D | D | O | O | D | O | O | O |
| 3.2Bvi spelling words using knowledge of prefixes; and<br>**Supporting Standard** | | | | | T | T | T | T | T | T | D | D |
| 3.2Bvii 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; and<br>**Readiness Standard** | | | | | | T | T | T | T | T | D | D |
| 3.2C alphabetize a series of words to the third letter; and | T | T | O | O | O | O | O | O | O | O | O | O |
| 3.2D write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. | T | T | T | T | T | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 3.3A use print or digital resources to determine meaning, syllabication, and pronunciation;<br>**Supporting Standard** | T | T | D | D | D | D | T | T | T | T | D | D |
| 3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;<br>**Readiness Standard** | T | T | D | D | T | T | T | T | T | T | D | D |
| 3.3C identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and<br>**Supporting Standard** | | | | | T | T | T | T | T | T | D | D |
| 3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.<br>**Supporting Standard** | | T | T | T | D | D | O | O | D | O | O | O |

# TEKS Verification Document
## Grade 3 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| ***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:* | | | | | | | | | | | | |
| 3.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | T | D | D | D | D | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 3.5A self-select text and read independently for a sustained period of time. | T | T | D | D | D | D | O | O | O | O | O | D |
| ***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:* | | | | | | | | | | | | |
| 3.6A establish purpose for reading assigned and self-selected texts; | T | T | T | D | T | D | D | D | D | D | D | D |
| 3.6B generate questions about text before, during, and after reading to deepen understanding and gain information; | T | T | T | T | T | D | T | T | T | T | D | D |
| 3.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures;<br>**Supporting Standard** | | | T | D | T | D | T | T | T | T | D | D |
| 3.6D create mental images to deepen understanding; | | | | T | T | T | D | T | D | D | D | D |
| 3.6E make connections to personal experiences, ideas in other texts, and society;<br>**Readiness Standard** | T | T | T | T | T | T | T | T | T | T | T | T |
| 3.6F make inferences and use evidence to support understanding;<br>**Readiness Standard** | | | T | T | T | T | T | T | T | T | T | T |
| 3.6G evaluate details read to determine key ideas;<br>**Readiness Standard** | | | T | T | T | T | T | T | T | T | T | T |
| 3.6H synthesize information to create new understanding; and<br>**Readiness Standard** | | | | | T | T | D | D | T | T | T | T |
| 3.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | T | T | T | T | D | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 3.7A describe personal connections to a variety of sources, including self-selected texts; | T | T | D | O | O | O | O | O | O | O | O | O |

# TEKS Verification Document
## Grade 3 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 3.7B write a response to a literary or informational text that demonstrates an understanding of a text; **Readiness Standard** | T | T | T | T | T | T | T | T | T | T | T | T |
| 3.7C use text evidence to support an appropriate response; **Readiness Standard** | | T | T | T | T | T | T | T | T | T | T | T |
| 3.7D retell and paraphrase texts in ways that maintain meaning and logical order; **Supporting Standard** | T | T | D | D | T | T | T | T | T | T | T | T |
| 3.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | T | T | T | D | T | T | T | T | T | T | T | T |
| 3.7F respond using newly acquired vocabulary as appropriate; and | | | T | T | D | D | D | D | D | D | D | D |
| 3.7G discuss specific ideas in the text that are important to the meaning. | | | T | T | T | T | T | T | T | T | T | T |
| ***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:* | | | | | | | | | | | | |
| 3.8A infer the theme of a work, distinguishing theme from topic; **Supporting Standard** | | | | | T | T | T | T | | | D | O |
| 3.8B explain the relationship among the major and minor characters; **Readiness Standard** | | | | | T | T | T | D | | | D | O |
| 3.8C analyze plot elements, including the sequence of events, the conflict, and the resolution; and **Readiness Standard** | | | | | T | T | T | D | | | D | O |
| 3.8D explain the influence of the setting on the plot. **Supporting Standard** | | | | | T | T | T | D | | | D | O |
| ***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:* | | | | | | | | | | | | |
| 3.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **Supporting Standard** | | | | | | T | | | | | D | O |
| 3.9B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; **Supporting Standard** | | | | | | | | T | | | D | O |
| 3.9C discuss the elements in drama such as characters, dialogue, setting, and acts; **Supporting Standard** | | | | | | | T | | | | D | O |
| 3.9D recognize characteristics and structures of informational text, including: | | | | | | | | | T | D | D | D |
| 3.9Di the central idea with supporting evidence; **Readiness Standard** | | | | | | | | | T | D | D | D |

# TEKS Verification Document
## Grade 3 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 3.9Dii features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and<br>**Supporting Standard** | | | | | | | | | T | D | D | D |
| 3.9Diii organizational patterns such as cause and effect and problem and solution;<br>**Supporting Standard** | | | | | | | | | T | D | D | D |
| 3.9E recognize characteristics and structures of argumentative text by: | | | | | | | | | | T | D | D |
| 3.9Ei identifying the claim;<br>**Readiness Standard** | | | | | | | | | | T | D | D |
| 3.9Eii distinguishing facts from opinion; and<br>**Readiness Standard** | | | | | | | | | | T | D | D |
| 3.9Eiii identifying the intended audience or reader; and<br>**Supporting Standard** | | | | | | | | | | T | D | D |
| 3.9F recognize characteristics of multimodal and digital texts. | | | | | | | | | T | T | D | D |
| ***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 author's craft purposefully in order to develop* | | | | | | | | | | | | |
| 3.10A explain the author's purpose and message within a text;<br>**Readiness Standard** | | T | T | T | T | T | T | T | T | T | T | D |
| 3.10B explain how the use of text structure contributes to the author's purpose;<br>**Supporting Standard** | | | T | | T | T | T | T | T | T | T | D |
| 3.10C explain the author's use of print and graphic features to achieve specific purposes; | | | T | | T | T | T | T | T | T | T | D |
| 3.10D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;<br>**Supporting Standard** | | | | T | T | T | T | T | | T | T | D |
| 3.10E identify the use of literary devices, including first- or third-person point of view<br>**Supporting Standard** | | | | | T | T | T | T | | D | D | D |
| 3.10F discuss how the author's use of language contributes to voice; and<br>**Supporting Standard** | | | | T | T | T | T | T | | T | T | D |
| 3.10G identify and explain the use of hyperbole.<br>**Readiness Standard** | | | | | | | | | | T | D | D |
| ***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 use appropriate conventions. The student is expected to:* | | | | | | | | | | | | |

# TEKS Verification Document
## Grade 3 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 3.11A 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; | T | T | T | T | T | T | T | T | T | T | D | D |
| 3.11B develop drafts into a focused, structured, and coherent piece of writing by: | T | T | T | T | T | T | T | T | T | T | T | T |
| 3.11Bi organizing with purposeful structure, including an introduction and a conclusion; and<br>**Readiness Standard** | | | T | D | T | T | T | T | T | T | T | T |
| 3.11Bii developing an engaging idea with relevant details;<br>**Readiness Standard** | | | | T | T | T | T | T | T | T | T | T |
| 3.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;<br>**Readiness Standard** | | | | T | T | T | T | T | T | T | T | T |
| 3.11D edit drafts using standard English conventions, including:<br>**Supporting Standard** | | T | T | T | T | T | T | T | T | T | D | D |
| 3.11Di complete simple and compound sentences with subject-verb agreement;<br>**Readiness Standard** | | T | T | T | T | D | D | D | D | D | D | D |
| 3.11Dii past, present, and future verbs;<br>**Readiness Standard** | | T | D | O | O | O | O | O | O | O | O | D |
| 3.11Diii singular, plural, common, and proper nouns;<br>**Supporting Standard** | | T | T | D | O | O | O | O | O | O | O | O |
| 3.11Div adjectives, including their comparative and superlative forms;<br>**Supporting Standard** | | | | T | D | D | O | O | D | O | O | O |
| 3.11Dv adverbs that convey time and adverbs that convey manner;<br>**Supporting Standard** | | | | T | D | D | D | O | T | O | O | O |
| 3.11Dvi prepositions and prepositional phrases;<br>**Supporting Standard** | | | | | T | T | D | D | D | O | O | O |
| 3.11Dvii pronouns including subjective, objective, and possessive cases;<br>**Supporting Standard** | | | T | D | D | D | O | O | O | O | O | O |
| 3.11Dviii coordinating conjunctions to form compound subjects, predicates, and sentences;<br>**Supporting Standard** | | | T | T | T | D | D | D | D | D | D | D |
| 3.11Dix capitalization of official titles of people, holidays, and geographical names and places;<br>**Supporting Standard** | | T | T | D | D | D | O | O | O | O | O | O |
| 3.11Dx punctuation marks, including apostrophes in contractions and possessives, and commas in compound sentences and items in a series; and<br>**Supporting Standard** | | T | T | T | D | D | D | D | D | D | D | D |

# TEKS Verification Document
## Grade 3 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 3.11Dxi correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and **Readiness Standard** | | T | T | T | T | T | T | T | T | T | D | D |
| 3.11E publish written work for appropriate audiences. | | | T | T | T | T | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 3.12A compose literary texts, including personal narratives and poetry using genre characteristics and craft; | | | | | T | T | T | T | | | T | |
| 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics, and craft; **Readiness Standard** | | | | | T | T | T | T | T | T | T | D |
| 3.12C compose argumentative texts, including opinion essays, using genre characteristics and craft; and **Readiness Standard** | | | | | | | | | | T | T | D |
| 3.12D compose correspondence such as thank you notes or letters. | | | T | | | | | | | | | |
| ***3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.*** *The student engages in both short-term and sustained recursive* | | | | | | | | | | | | |
| 3.13A generate questions on a topic for formal and informal inquiry; | T | | | | | | | | T | T | | T |
| 3.13B develop and follow a research plan with adult assistance; | | | | | | | | | | T | | T |
| 3.13C identify and gather relevant information from a variety of sources; | | | | | | | | | T | T | | T |
| 3.13D identify primary and secondary sources; | | | | | | | | | | T | | T |
| 3.13E demonstrate understanding of information gathered; | | | | | | | | | T | T | | T |
| 3.13F recognize the difference between paraphrasing and plagiarism when using source materials; | | | | | | | | | | T | | T |
| 3.13G create a works cited page; and | | | | | | | | | | T | | T |
| 3.13H use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results. | | | | | | | | | | T | | T |

# GRADE

# 4



# 4th GRADE GOALS



## STAAR

READING 100%

MATH 100%

## NWEA/ MAP

READING
FALL 205
WINTER 210
SPRING 212

MATH
FALL 209
WINTER 216
SPRING 220

## FLUENCY

BOY 120

MOY 135

EOY 150

## AR

1ST NINE WEEKS 40

2ND NINE WEEKS 80

3RD NINE WEEKS 120

4TH NINE WEEKS 150

# 2023 REVISED Year at a Glance
## Grade 4 – English Language Arts and Reading

| First Semester | Second Semester |
|---|---|
| **1st Nine Weeks** | **3rd Nine Weeks** |
| **Unit 01: Launching Strong Literacy Habits (12 days)**<br>4.1A, 4.1B, 4.1C, 4.1D; 4.2A, 44.2Ai, .2Aii, 4.2Aiii, 4.2Avi, 4.2B, 4.2Bi, 4.2Biii, 4.2Biv, 4.2C; 4.3A, 4.3B; 4.4A; 4.5A; 4.6A, 4.6B, 4.6E, 4.6I; 4.7A, 4.7B, 4.7C, 4.7G; 4.11A, 4.11B, 4.11D, 4.11Di, 4.11Dii, 4.11Diii, 4.11Dix, 4.11Dxi<br><br>**Unit 02A: Author's Purpose & Craft: Understanding Purpose and Message** (12 days)<br>4.1A, 4.1B, 4.1C, 4.1D; 4.2A, 4.2Ai, 4.2Aii, 4.2Aiii, 4.2Av, 4.2B, 4.2Bi, 4.2Biii, 4.2Biv, 4.2Bvi, 4.2C; 4.3A, 4.3B; 4.4A; 4.5A; 4.6A, 4.6B, 4.6I; 4.7B, 4.7C, 4.7E, 4.7G; 4.10A; 4.11A, 4.11B, 4.11D, 4.11Di, 4.11Diii, 4.11Dvii, 4.11Dviii, 4.11Dix, 4.11Dxi<br><br>**Unit 02B: Author's Purpose & Craft: Following and Creating a Journey of Thought through Purposeful Structure and Organization** (12 days)<br>4.1D; 4.2A, 4.2Ai, 4.2Aii, 4.2Aiii, 4.2Av, 4.2B, 4.2Bi, 4.2Bii, 4.2Biii, 4.2Biv, 4.2Bvi; 4.3A, 4.3B, 4.3D; 4.6A, 4.6B, 4.6C, 4.6E, 4.6G, 4.6I; 4.7B, 4.7C, 4.7E, 4.7F, 4.7G; 4.10A, 4.10B, 4.10C; 4.11A, 4.11B, 4.11Bi, 4.11C, 4.11D, 4.11Di, 4.11Diii, 4.11Dvii, 4.11Dviii, 4.11Dix, 4.11Dx, 4.11Dxi | **Unit 05: Absorbing and Authoring Poetry (10 days)**<br>4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6B, 4.6C, 4.6D, 4.6E, 4.6F, 4.6G, 4.6H; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.8A; 4.9B; 4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F; 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Dxi; 4.12A; 4.12B<br><br>**Unit 06: Investigating Informational Text Leads to Expert Writing** (15 days)<br>4.1D, 4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi, 4.3C, 4.6B, 4.6C, 4.6E, 4.6F, 4.6G, 4.6H, 4.7B, 4.7C, 4.7D, 4.7E, 4.7G, 4.9D, 4.9Di, 4.9Dii, 4.9Diii, 4.9F, 4.10A, 4.10B, 4.10C, 4.10F, 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Dx, 4.11Dxi, 4.12B, 4.13A, 4.13C, 4.13E, 4.13F<br><br>**Unit 07: Delving into Debate and Drafting Opinion Essays** (15 days)<br>4.1C; 4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6B, 4.6C, 4.6E, 4.6F, 4.6G, 4.6H; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.9E, 4.9Ei, 4.9Eii, 4.9Eiii, 4.9F; 4.10A, 4.10B, 4.10C, 4.10D, 4.10F, 4.10G; 4.11A, 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D; 4.11Dxi, 4.12C, 4.12B; 4.12D; 4.13A, 4.13B, 4.13C, 4.13D, 4.13E, 4.13F, 4.13G, 4.13H |
| **2nd Nine Weeks** | **4th Nine Weeks** |
| **Unit 02C: Author's Purpose & Craft: Learning and Leveraging the Power of Words (12 days)**<br>4.2A, 4.2Aii, 4.2Aiv, 4.2Av, 4.2B, 4.2Bii, 4.2Biii, 4.2Bv, 4.2Bvi; 4.3A, 4.3B, 4.3C, 4.3D; 4.6B, 4.6D, 4.6E, 4.6F, 4.6G, 4.6H, 4.6I; 4.7B, 4.7C, 4.7E, 4.7G; 4.10A, 4.10D, 4.10F; 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Di, 4.11Div, 4.11Dv, 4.11Dvi, 4.11Dviii, 4.11Dix, 4.11Dx, 4.11Dxi, 4.11E; 4.13A, 4.13E, 4.13H<br><br>**Unit 03A: Examining and Developing the Heart of the Story** (10 days)<br>4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6A, 4.6B, 4.6C, 4.6D, 4.6E, 4.6F, 4.6G, 4.6H, 4.6I; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.8A, 4.8B, 4.8C, 4.8D; 4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F; 4.11A, 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Di, 4.11Div, 4.11Dv, 4.11Dvi, 4.11Dx, 4.11Dxi; 4.12A; 4.12B<br><br>**Unit 03B: Examining Different Forms of Fiction with Traditional Literature** (5 days)<br>4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6B, 4.6C, 4.6E, 4.6F; 4.7B, 4.7C, 4.7E, 4.7G; 4.8A, 4.8B, 4.8C, 4.8D; 4.9A; 4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F; 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Di, 4.11Dx, 4.11Dxi, 4.11E; 4.12A; 4.12B<br><br>**Unit 04: Diving Deep into Drama** (10 days)<br>4.1D; 4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6B, 4.6C, 4.6E, 4.6F, 4.6G; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.8A, 4.8B, 4.8C, 4.8D; 4.9C; 4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F; 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Dxi; 4.12A; 4.12B | **Unit 08: Analytical Processing and Production Across Genres (20 days)**<br>4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6E, 4.6F, 4.6G, 4.6H; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.10A, 4.10B, 4.10C, 4.10D, 4.10F; 4.11B, 4.11Bi, 4.11Bii, 4.11D, 4.11Dxi; 4.12A, 4.12B, 4.12C<br><br>**Unit 09: Piecing it All Together Through Inquiry** (15 days)<br>4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6E, 4.6F, 4.6G, 4.6H; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.11B, 4.11Bi, 4.11D, 4.11Dxi; 4.13A, 4.13B, 4.13C, 4.13D, 4.13E, 4.13F, 4.13G, 4.13H |

# Grade 4 Year at a Glance

2024-2025

| | 1st Nine Weeks | | 2nd Nine Weeks | |
|---|---|---|---|---|
| **Week 1** | **Enrichment Opportunities** | | Unit 02B Cont. | **Module 3 Week 3**<br>4.10C Print & Graphic Ft.<br>4.11Bi Intro/Conclusion |
| **Week 2** | Unit 01: Launching Strong Literacy Habits (12 days) | **Module 1 Week 1**<br>4.3B Context Clues<br>4.11Diii Nouns | Unit 02C: AP & Craft: Learning & Leveraging the Power of Words (12 days) | **Module 5 Week 1**<br>4.6F Inferences<br>4.11B Drafts |
| **Week 3** | | **Module 1 Week 2**<br>4.6E Making Connections<br>4.11Dii Verbs | | **Module 5 Week 2**<br>4.10D Literal & Fig. Lang.<br>4.11C Revise |
| **Week 4** | | **Module 1 Week 3**<br>4.7B Respond to Literacy<br>4.11Di Simple & Compound | | **Module 5 Week 3**<br>4.10F Voice<br>3.11D Edit |
| **Week 5** | Unit 02A: Author's Purpose & Craft: Understanding Purpose and Message (12 days) | **Module 2 Week 1**<br>4.10A Author's Purpose<br>4.11Dviii Coordinating Conj. | Unit 03A: The Heart of the Story (10 days) | **Module 7 Week 1**<br>4.8C Plot Elements<br>4.11BCD |
| **Week 6** | | **Module 2 Week 2**<br>4.10A Message<br>4.11Dix Capitalization | | **Module 7 Week 2**<br>4.8B Character Changes<br>4.11BCD |
| **Week 7** | | **Module 2 Week 3**<br>4.7C Text Evidence<br>4.11Dvii Pronouns | Unit 03B: Traditional Lit. (5 days) | **THANKSGIVING**<br>**Module 7 Week 3**<br>4.9A Children's Lit<br>3.11BCD |
| **Week 8** | Unit 02B: AP & Craft: Purposeful Structure & Org, (12 days) | **Module 3 Week 1**<br>4.6G Key Ideas & Details<br>4.11Dx Punctuation (Commas) | Unit 04: Diving Deep into Drama (10 days) | **Module 4 Week 2**<br>4.9C Elements of Drama<br>4.7D Retell, Paraphrase or Summarize |
| **Week 9** | | **Module 3 Week 2**<br>4.10B Text Structure<br>4.11Dx Punctuation (Dialogue) | | **Module 3 Week 2**<br>4.8 Literary Elements<br>4.7D Retell, Paraphrase or Summ. |
| | | **MINI FALL BREAK** | | **CHRISTMAS** |

# Grade 4 Year at a Glance

2024-2025

| | 3rd Nine Weeks | | 4th Nine Weeks | |
|---|---|---|---|---|
| **Week 1** | Unit 05: Absorbing & Authoring Poetry (10 days) | **Module 5 Week 3**<br>4.9 Elements of Poetry<br>4.7B Respond to Text | Unit 08: Analytical Processing & Production Across Genres (20 days) | **Module 11 Week 1**<br>3.10A Author's Purpose<br>3.11 Writing Process |
| **Week 2** | | **Module 1 Week 2**<br>4.9B Fig. Language<br>4.7B Respond to Text | | **Module 11 Week 2**<br>Data Driven Instruction |
| **Week 3** | | **Module 6 Week 2**<br>4.6H Synthesize<br>4.7B Respond to Text | | **Module 11 Week 3**<br>Data Driven Instruction |
| **Week 4** | Unit 06: Investigating Informational Texts Leads to Expert Writing (15 days) | **Module 6 Week 1**<br>4.9D Char. of Info. Text<br>4.12B Compose Info. Texts | **STAAR**<br>**Reading Language Arts** | |
| **Week 5** | | **Module 6 Week 2**<br>4.9Di Central Idea<br>4.12B Compose Info. Texts<br>**MINI SPRING BREAK** | **STAAR**<br>**Science Grade 5** | |
| **Week 6** | | **Module 6 Week 3**<br>4.9Diii Org. Patterns<br>4.12B Compose Info. Texts | **STAAR**<br>**Mathematics** | |
| **Week 7** | Unit 07: Discovering Argument and Inquiry (15 days) | **Module 8 Week 1**<br>4.9Ei Char. of Argument. Text<br>4.12B Compose Info. Texts | **Unit 09: Piecing it All Together Through Inquiry (15 days)** | |
| **Week 8** | | **Module 8 Week 2**<br>4.9Ei Identify the Claim<br>4.12C Compose Arg. Text | | |
| **Week 9** | | **Module 9 Week 2**<br>4.9Eii Facts<br>4.12C Compose Arg. Text<br>**SPRING BREAK** | | |

# STAAR Frequency Distribution: Grade 4 ELAR

Item Counts by Subcluster

| Instructional Component / subcluster | | item counts | | | | |
|---|---|---|---|---|---|---|
| | | STAAR | | | | TOTAL |
| | | 2021 | 2022 | 2023 | 2024 | |
| **Word Study** | | | | | | |
| 4.2 | Beginning Reading and Writing | 4 | *NT* | *NT* | *NT* | 4 |
| 4.3 | Vocabulary | 2 | 2 | 3 | 2 | 9 |
| **Shared Reading** | | | | | | |
| 4.3 \| 4.4 \| 4.6 | Tools to Know: Reading Process | 2 | 2 | 1 | 1 | 6 |
| 4.6 | Tools to Know: Comprehension | 14 | 9 | 5 | 7 | 35 |
| 4.8 \| 4.9 \| 4.10 | Ways to Show: Thinking about the Meaning | 7 | 13 | 7 | 8 | 35 |
| 4.10 | Author's Craft: Thinking about the Writing | 4 | 6 | 5 | 3 | 18 |
| 4.7 | Ways to Show: Response Skills | 7 | 4 | 3 | 3 | 17 |
| **Writing*** | | | | | | |
| 4.7 \| 4.12 | Ways to Show: Extended Constructed Response | | | 1 | 1 | 2 |
| 4.11 | Tools to Know: Writing Process (Revision) | 8 | | 8 | 8 | 24 |
| 4.11 | Tools to Know: Writing Process (Editing) | 12 | | 8 | 8 | 28 |

***40 questions + 1 Extended Constructed Response - STAAR 2023-2024***
***36 multiple choice questions - STAAR Reading 2021, 2022***

*NT* = Not Tested

**Notes:**

- cells with strikethroughs indicate the SE was not eligible for assessment on STAAR that year
- refer to the lead4ward Frequency Distribution by SE for item counts included with each Instructional Component and subcluster

*** item counts based on aligned SEs from the STAAR 2021 Writing assessment**

# STAAR Grade 4 Reading Language Arts Blueprint
## Effective as of School Year 2022–23

| Reporting Category | Number of Standards | Number of Questions | Number of Points |
|---|---|---|---|
| **1: Reading** | Readiness: 13<br>Supporting: 18 | 24-26 | 26-28 |
| **2: Writing** | Readiness: 12<br>Supporting: 12 | 15-17 | 24-26 |
| **Item Types by Point** | 1-point questions (multiple-choice and non-multiple choice) | 38 | 38 |
| | 2-point questions (non-multiple choice) | 2 | 4 |
| | Extended Constructed Response | 1 | 10 |
| **Total** | | **41** | **52** |

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.

**Readiness standards** are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-75% of the total points on the base test.

**Supporting standards** play a role in preparing students for the next grade or course but not one that is central. They may address more narrowly defined ideas or concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up approximately 25-45% of the total points on the base test.

**Every passage and question on STAAR is created for Texas students with the review and approval of Texas educators.**

**STAAR passages and questions go through a rigorous development and review process to ensure they accurately measure student knowledge.**

**Step 1: Passages and questions are written to align with the TEKS,** which describe what students should know and be able to do in each grade and subject.

**Step 2: Groups of Texas educators review and approve passages and questions for the grade and subject they teach** to ensure passages and questions are grade-level appropriate, align with the TEKS, and are unbiased and accessible to all students.

**Step 3: Questions are tested out by Texas students but do not count towards their scores** to confirm that the questions are unbiased and accurate. These are called "field-test questions."

**Step 4: Passages and questions that pass all previous steps can be selected for an official STAAR test** to provide educators and families with information to support teaching and learning.

*STAAR Reading Resources, Grades 3–8* *STAAR Resources for all Assessments* *STAAR Redesign Resources*

Texas Education Agency, Student Assessment Division, August 2022

# STAAR Grade 4 Reading Language Arts Test Design

| STAAR Test | Passages | Number of Items | Reading Load |
|---|---|---|---|
| **Base Test**<br>*These items contribute to the student's score.* | The **reading** section of the base test includes<br>• Two single reading passages and<br>• A paired reading passage (two passages read together) | The **reading** section of the base test includes<br>• 24 to 26 multiple-choice and non-multiple-choice items | Approximately 3,040 words maximum† |
| | The **writing** section of the base test includes<br>• Two revising passages,<br>• Two editing passages, and<br>• One extended constructed response (composition) | The **writing** section of the base test includes<br>• 15 to 17 multiple-choice and non-multiple-choice items, including the extended constructed response, which is a written response to a single or paired reading passage | |
| **Field Test**<br>*These items **do not** contribute to the student's score.* | The **field-test** section includes ONLY ONE of the following:<br>• A single reading passage<br>• A paired reading passage<br>• A single revising passage<br>• Two short editing passages | The **field-test** section includes<br>• 6 multiple-choice and non-multiple-choice items | Approximately 750 words maximum† |

†Although the length of individual passages may vary, the maximum reading load of the test is constant.

| Eligible Genres | Passage Considerations |
|---|---|
| Passages may be from any of the following genres:<br>**Literary**<br>Fiction Drama<br>Poetry Literary Nonfiction<br>**Non-literary**<br>Informational§ Argumentative§<br>Correspondence§ Persuasive§ | Passages are developed, and then reviewed and approved by Texas educators taking the following into consideration:<br>• Passages represent polished, high-quality writing and are considered exemplary samples of the eligible genres.<br>• Passages include reliable and accurate information.<br>• Passages are unbiased against or toward any group or culture.<br>• Passages are as engaging as possible for students.<br>• Passages are appropriate for the intended grade level, including readability indicators.<br>• Passages contain enough content to assess multiple student expectations. |

§100% of the non-literary passages for these genres will cover topics from subject area TEKS up to and including grade 4. The majority of topics for these cross-curricular passages will come from social studies and science. The rest will come from fine arts, health, physical education, technology applications, and mathematics (personal financial literacy only).




# TEKS VERIFICATION DOCUMENT

# TEKS Verification Document
## Grade 4 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| ***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:* | | | | | | | | | | | | |
| 4.1A listen actively, ask relevant questions to clarify information, and make pertinent comments; | T | T | D | D | D | D | D | D | D | D | D | D |
| 4.1B follow, restate, and give oral instructions that involve a series of related sequences of action; | T | T | D | D | D | D | D | D | D | D | D | D |
| 4.1C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and | T | T | D | D | D | D | D | D | D | T | D | D |
| 4.1D work collaboratively with others to develop a plan of shared responsibilities. | T | T | T | D | D | D | T | D | T | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 4.2A demonstrate and apply phonetic knowledge by: | T | T | T | T | T | T | T | T | T | T | T | T |
| 4.2Ai decoding words with specific orthographic patterns and rules, including regular and irregular plurals; | T | T | T | D | D | D | O | O | O | O | O | O |
| 4.2Aii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | T | T | T | T | D | D | O | O | O | O | O | O |
| 4.2Aiii decoding words using advanced knowledge of syllable division patterns such as VV; | T | T | T | D | D | D | O | O | O | O | O | O |
| 4.2Aiv decoding words using knowledge of prefixes; | | | | T | T | T | T | T | T | T | T | T |
| 4.2Av 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; and | | T | T | T | T | T | T | T | T | T | T | T |
| 4.2Avi identifying and reading high-frequency words from a research-based list; | T | D | D | D | D | D | O | O | O | O | O | O |
| 4.2B demonstrate and apply spelling knowledge by: | T | T | T | T | T | T | T | T | T | T | T | T |
| 4.2Bi spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **Readiness Standard** | T | T | T | D | D | D | O | O | O | O | O | O |
| 4.2Bii spelling homophones; **Readiness Standard** | | | T | T | D | O | O | O | O | O | O | O |

**T - TAUGHT DIRECTLY:** TEKS intended to be explicitly taught in this unit.
**D - DEVELOPING:** TEKS that need continued practice, improvement, and refinement, but do not necessarily need to be explicitly taught in this unit.
**O - ONGOING:** TEKS that have been previously taught where proficiency of the knowledge/skill is evident, and the knowledge/skill is intended to be applied or practiced in a new or different context.

# TEKS Verification Document
## Grade 4 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 4.2Biii spelling multisyllabic words with multiple sound-spelling patterns<br>Supporting Standard | T | T | T | T | D | D | O | O | O | O | O | O |
| 4.2Biv spelling words using advanced knowledge of syllable division patterns;<br>Supporting Standard | T | T | T | D | D | D | O | O | O | O | O | O |
| 4.2Bv spelling words using knowledge of prefixes; and<br>Supporting Standard | | | | T | T | T | T | T | T | T | T | T |
| 4.2Bvi 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; and<br>Readiness Standard | | T | T | T | T | T | T | T | T | T | T | T |
| 4.2C write legibly in cursive to complete assignments. | T | T | D | D | O | O | O | O | O | O | O | O |
| ***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:* | | | | | | | | | | | | |
| 4.3A use print or digital resources to determine meaning, syllabication, and pronunciation;<br>Supporting Standard | T | T | T | T | D | D | D | D | D | D | D | D |
| 4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words:<br>Readiness Standard | T | T | T | T | D | D | D | D | D | D | D | D |
| 4.3C determine the meaning of words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and<br>Supporting Standard | | | | T | T | T | T | T | T | T | T | T |
| 4.3D identify, use, and explain the meaning of homophones such as reign/rain.<br>Supporting Standard | | | T | T | D | O | O | O | O | O | O | O |
| ***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:* | | | | | | | | | | | | |
| 4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | T | T | D | D | D | D | O | O | O | O | O | O |
| ***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:* | | | | | | | | | | | | |
| 4.5A self-select text and read independently for a sustained period of time. | T | T | D | D | D | D | O | O | O | O | O | O |
| ***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:* | | | | | | | | | | | | |

# TEKS Verification Document
## Grade 4 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 4.6A establish purpose for reading assigned and self-selected texts; | T | T | T | D | T | D | D | D | D | D | D | D |
| 4.6B generate questions about text before, during, and after reading to deepen understanding and gain information; | T | T | T | T | T | T | T | T | T | T | D | D |
| 4.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard** | | | T | D | T | T | T | T | T | T | D | D |
| 4.6D create mental images to deepen understanding; | | | | T | T | D | D | T | D | D | D | D |
| 4.6E make connections to personal experiences, ideas in other texts, and society; **Readiness Standard** | T | D | T | T | T | T | T | T | T | T | T | T |
| 4.6F make inferences and use evidence to support understanding; **Readiness Standard** | | | | T | T | T | T | T | T | T | T | T |
| 4.6G evaluate details read to determine key ideas; **Readiness Standard** | | | T | T | T | D | T | T | T | T | T | T |
| 4.6H synthesize information to create new understanding; and **Readiness Standard** | | | | T | T | D | D | T | T | T | T | T |
| 4.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | T | T | T | T | T | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 4.7A describe personal connections to a variety of sources, including self-selected texts; | T | D | D | D | D | D | O | O | O | O | O | O |
| 4.7B write responses that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources; **Readiness Standard** | T | T | T | T | T | T | T | T | T | T | T | T |
| 4.7C use text evidence to support an appropriate response; **Readiness Standard** | T | T | T | T | T | T | T | T | T | T | T | T |
| 4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **Readiness Standard** | | | | | T | D | T | T | T | T | T | T |
| 4.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | | T | T | T | T | T | T | T | T | T | T | T |
| 4.7F respond using newly acquired vocabulary as appropriate; and | | | T | D | D | D | O | O | O | O | O | O |

# TEKS Verification Document
## Grade 4 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 4.7G discuss specific ideas in the text that are important to the meaning. | T | T | T | T | T | T | T | T | T | T | T | T |
| ***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:* | | | | | | | | | | | | |
| 4.8A infer basic themes supported by text evidence;<br>**Supporting Standard** | | | | | T | T | T | T | | | D | |
| 4.8B explain the interactions of the characters and the changes they undergo;<br>**Readiness Standard** | | | | | T | T | T | D | | | D | |
| 4.8C analyze plot elements, including the rising action, climax, falling action, and resolution; and<br>**Readiness Standard** | | | | | T | T | T | D | | | D | |
| 4.8D explain the influence of the setting, including historical and cultural settings, on the plot.<br>**Supporting Standard** | | | | | T | T | T | D | | | D | |
| ***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:* | | | | | | | | | | | | |
| 4.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;<br>**Supporting Standard** | | | | | | T | | | | | D | O |
| 4.9B explain figurative language such as simile, metaphor, and personification that the poet uses to create images;<br>**Supporting Standard** | | | | | | | | T | | | D | O |
| 4.9C explain structure in drama such as character tags, acts, scenes, and stage directions;<br>**Supporting Standard** | | | | | | | T | | | | D | O |
| 4.9D recognize characteristics and structures of informational text, including: | | | | | | | | | T | D | D | D |
| 4.9Di the central idea with supporting evidence;<br>**Readiness Standard** | | | | | | | | | T | D | D | D |
| 4.9Dii features such as pronunciation guides and diagrams to support understanding; and<br>**Supporting Standard** | | | | | | | | | T | D | D | D |
| 4.9Diii organizational patterns such as compare and contrast;<br>**Supporting Standard** | | | | | | | | | T | D | D | D |

# TEKS Verification Document
## Grade 4 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 4.9E recognize characteristics and structures of argumentative text by: | | | | | | | | | | T | D | D |
| 4.9Ei identifying the claim;<br>Readiness Standard | | | | | | | | | | T | D | D |
| 4.9Eii explaining how the author has used facts for an argument; and<br>Readiness Standard | | | | | | | | | | T | D | D |
| 4.9Eiii identifying the intended audience or reader; and<br>Supporting Standard | | | | | | | | | | T | D | D |
| 4.9F recognize characteristics of multimodal and digital texts. | | | | | | | D | D | T | T | D | D |
| ***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 author's craft purposefully in order to develop his or her own products and performances. The student is expected to:* | | | | | | | | | | | | |
| 4.10A explain the author's purpose and message within a text;<br>Readiness Standard | | T | T | T | T | T | T | T | T | T | T | D |
| 4.10B explain how the use of text structure contributes to the author's purpose;<br>Supporting Standard | | | T | | T | T | T | T | T | T | T | D |
| 4.10C analyze the author's use of print and graphic features to achieve specific purposes;<br>Supporting Standard | | | T | | T | T | T | T | T | T | T | D |
| 4.10D 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;<br>Supporting Standard | | | | T | T | T | T | T | D | T | T | D |
| 4.10E identify and understand the use of literary devices, including first- or third-person point of view;<br>Supporting Standard | | | | | T | T | T | T | | D | D | D |
| 4.10F discuss how the author's use of language contributes to voice; and<br>Supporting Standard | | | | T | T | T | T | T | T | T | T | D |
| 4.10G identify and explain the use of anecdote.<br>Supporting Standard | | | | | | | | | | T | D | D |
| ***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 use appropriate conventions. The student is expected to:* | | | | | | | | | | | | |
| 4.11A 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; | T | T | T | D | T | D | D | D | D | T | D | D |

# TEKS Verification Document
## Grade 4 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 4.11B develop drafts into a focused, structured, and coherent piece of writing by: | T | T | T | T | T | T | T | T | T | T | T | T |
| 4.11Bi organizing with purposeful structure, including an introduction, transitions, and a conclusion; and **Readiness Standard** | | | T | T | T | T | T | T | T | T | T | T |
| 4.11Bii developing an engaging idea with relevant details; **Readiness Standard** | | | | T | T | T | T | T | T | T | T | D |
| 4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **Readiness Standard** | | | T | T | T | T | T | T | T | T | D | D |
| 4.11D edit drafts using standard English conventions, including: **Supporting Standard** | T | T | T | T | T | T | T | T | T | T | T | T |
| 4.11Di complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **Readiness Standard** | T | T | T | T | T | T | D | D | D | D | D | D |
| 4.11Dii past tense of irregular verbs; **Readiness Standard** | T | D | D | D | D | O | O | O | O | O | O | O |
| 4.11Diii singular, plural, common, and proper nouns; **Supporting Standard** | T | T | T | D | D | O | O | O | O | O | O | O |
| 4.11Div adjectives, including their comparative and superlative forms; **Supporting Standard** | | | | T | T | D | O | O | O | O | O | O |
| 4.11Dv adverbs that convey frequency and adverbs that convey degree; **Supporting Standard** | | | | T | T | D | O | O | O | O | O | O |
| 4.11Dvi prepositions and prepositional phrases; **Supporting Standard** | | | | T | T | D | O | O | O | O | O | O |
| 4.11Dvii pronouns, including reflexive; **Supporting Standard** | | T | T | D | D | O | O | O | O | O | O | O |
| 4.11Dviii coordinating conjunctions to form compound predicates, subjects, and sentences; **Supporting Standard** | | T | T | T | D | D | O | O | O | O | O | O |
| 4.11Dix capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; **Supporting Standard** | T | T | T | T | D | D | D | O | O | O | O | O |

# TEKS Verification Document
## Grade 4 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 4.11Dx punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and **Supporting Standard** | | | T | T | T | T | D | D | T | D | D | D |
| 4.11Dxi correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and **Readiness Standard** | T | T | T | T | T | T | T | T | T | T | T | T |
| 4.11E publish written work for appropriate audiences. | | | | T | | T | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 4.12A compose literary texts such as personal narratives and poetry using genre characteristics and craft; | | | | | T | T | T | T | | | T | |
| 4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics, and craft; **Readiness Standard** | | | | | T | T | T | T | T | T | T | D |
| 4.12C compose argumentative texts, including opinion essays, using genre characteristics and craft; and **Readiness Standard** | | | | | | | | | | T | T | D |
| 4.12D compose correspondence that requests information. | | | | | | | | | | T | | |
| ***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:* | | | | | | | | | | | | |
| 4.13A generate and clarify questions on a topic for formal and informal inquiry; | | | | T | | | | | T | T | | T |
| 4.13B develop and follow a research plan with adult assistance; | | | | | | | | | | T | | T |
| 4.13C identify and gather relevant information from a variety of sources; | | | | | | | | | T | T | | T |
| 4.13D identify primary and secondary sources; | | | | | | | | | | T | | T |
| 4.13E demonstrate understanding of information gathered; | | | | T | | | | | T | T | | T |
| 4.13F recognize the difference between paraphrasing and plagiarism when using source materials; | | | | | | | | | T | T | | T |
| 4.13G develop a bibliography; and | | | | | | | | | | T | | T |

# TEKS Verification Document
## Grade 4 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 4.13H use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results. | | | | T | | | | | | T | | T |

# GRADE 5

THE GOLD STANDARD IN PUBLIC EDUCATION
SAN BENITO SCHOOLS

# 5th GRADE GOALS



## STAAR

| READING | MATH | SCIENCE |
|---|---|---|
| 100% | 100% | 100% |

## NWEA/ MAP

| READING | MATH | SCIENCE |
|---|---|---|
| FALL 211<br>WINTER 215<br>SPRING 217 | FALL 215<br>WINTER 221<br>SPRING 225 | FALL 212<br>WINTER 215<br>SPRING 216 |

## FLUENCY

| BOY | MOY | EOY |
|---|---|---|
| 150 | 160 | 175 |

## AR

| 1ST NINE WEEKS | 2ND NINE WEEKS | 3RD NINE WEEKS | 4TH NINE WEEKS |
|---|---|---|---|
| 45 | 90 | 135 | 175 |

# 2023 REVISED Year at a Glance
## Grade 5 – English Language Arts and Reading

| First Semester | Second Semester |
|---|---|
| **1st Nine Weeks** | **3rd Nine Weeks** |
| **Unit 01: Living Literate Lives** (15 days)<br>5.1A, 5.1B, 5.1D; 5.2A, 5.2Aii, 5.2Aiii, 5.2Av, 5.2B, 5.2Bi, 5.2Biii, 5.2Biv, 5.2C; 5.3A, 5.3B; 5.4A; 5.5A; 5.6A, 5.6B, 5.6E, 5.6I; 5.7A, 5.7E, 5.7F; 5.11A, 5.11B<br><br>**Unit 02A: Author's Purpose & Craft: Exploring Purpose and Message** (10 days)<br>5.2A, 5.2Aii, 5.2Aiii, 5.2B, 5.2Bi, 5.2Biii, 5.2Biv; 5.6A, 5.6B, 5.6C, 5.6F, 5.6G, 5.6I; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.10A; 5.11A, 5.11B, 5.11D, 5.11Di, 5.11Dxi<br><br>**Unit 02B: Author's Purpose & Craft: Connecting Structure and Purpose** (10 days)<br>5.2A, 5.2Aii, 5.2Aiii, 5.2B, 5.2Bi, 5.2Biii, 5.2Biv; 5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I; 5.7B, 5.7C, 5.7E, 5.7G; 5.10A, 5.10B, 5.10C; 5.11B, 5.11Bi, 5.11Bii, 5.11C, 5.11D, 5.11Di, 5.11Dv, 5.11Dviii, 5.11Dx, 5.11Dxi | **Unit 05: Exploring and Crafting Poetry** (10 days)<br>5.1C; 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.8A; 5.9B; 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F; 5.11A; 5.12A; 5.12B;<br><br>**Unit 06: Exploring and Crafting Informational Text Through Inquiry** (15 days)<br>5.1D; 5.2A, 5.2Ai, 5.2Aiv, 5.2B, 5.2Bii, 5.2Bv, 5.2Bvi; 5.3C; 5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.9D, 5.9Di, 5.9Dii, 5.9Diii, 5.9F; 5.10A, 5.10B, 5.10C, 5.10F; 5.11A, 5.11B, 5.11Bi, 5.11Bii, 5.11C, 5.11D, 5.11Dx, 5.11Dxi, 5.11E; 5.12B; 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13H<br><br>**Unit 7: Authentic Research to Craft an Argument** (10 of 15 days)<br>5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.9E, 5.9Ei, 5.9Eii, 5.9Eiii, 5.9F; 5.10A, 5.10B, 5.10C, 5.10E, 5.10D, 5.10F, 5.10G; 5.11A, 5.11B, 5.11Bi, 5.11Bii, 5.11C, 5.11D, 5.11Dix; 5.12B; 5.12C, 5.12D; 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H |
| **2nd Nine Weeks** | **4th Nine Weeks** |
| **Unit 02C: Author's Purpose & Craft: Developing Voice through Language Choice** (10 days) 5.2A, 5.2Aiv, 5.2B, 5.2Bv, 5.2Bvi; 5.3A, 5.3C; 5.6B, 5.6D, 5.6F, 5.6I; 5.7B, 5.7C, 5.7G; 5.10A, 5.10D, 5.10F; 5.11B, 5.11Bii, 5.11C, 5.11D, 5.11Di, 5.11Dii, 5.11Div, 5.11Dix, 5.11Dx, 5.11Dxi, 5.11E<br><br>**Unit 03A: Exploring and Crafting Fiction: Literary Elements** (10 days)<br>5.2A, 5.2Aiv, 5.2B, 5.2Bv, 5.2Bvi; 5.3C, 5.3D; 5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I; 5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.8A, 5.8B, 5.8C, 5.8D; 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F; 5.11A, 5.11B, 5.11Bi, 5.11Bii, 5.11C, 5.11D, 5.11Dvi, 5.11Dx, 5.11Dxi; 5.12A; 5.12B; 5.13A, 5.13B, 5.13C<br><br>**Unit 03B: Exploring and Crafting Fiction: Traditional Literature** (5 days)<br>5.2A, 5.2Ai, 5.2Aiv, 5.2B, 5.2Bii, 5.2Bv, 5.2Bvi; 5.3C; 5.6B, 5.6C, 5.6E, 5.6F, 5.6H; 5.7B, 5.7C, 5.7E, 5.7G; 5.8A, 5.8B, 5.8C, 5.8D; 5.9A; 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F; 5.11B, 5.11Bi, 5.11Bii, 5.11C, 5.11D, 5.11Diii, 5.11Dvii, 5.11Dx, 5.11Dxi, 5.11E; 5.12A; 5.12B;<br><br>**Unit 04: Reading and Performing Drama** (10 days)<br>5.1B; 5.2A, 5.2Ai, 5.2B, 5.2Bii; 5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.8A, 5.8B, 5.8C, 5.8D; 5.9C; 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F; 5.11A, 5.12A; 5.12B | **Unit 7: Authentic Research to Craft an Argument con't** (5 of 15 days)<br>5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.9E, 5.9Ei, 5.9Eii, 5.9Eiii, 5.9F; 5.10A, 5.10B, 5.10C, 5.10E, 5.10D, 5.10F, 5.10G; 5.11A, 5.11B, 5.11Bi, 5.11Bii, 5.11C, 5.11D, 5.11Dix; 5.12B; 5.12C; 5.12D; 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H<br><br>**Unit 08: Making Meaning Through the Genres** (25 days)<br>5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.10A, 5.10B, 5.10C, 5.10D, 5.10F;<br>5.12A, 5.12B, 5.12C<br><br>**Unit 09: Making Meaning Through Research** (15 days)<br>5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.10A, 5.10B, 5.10C, 5.10D, 5.10F;<br>5.12A, 5.12B, 5.12C; 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H |

Student Expectations (TEKS) in red: Identified by TEA as a Readiness Standard of the assessed curriculum  Student Expectations (TEKS) in green: Identified by TEA as a Supporting Standard of the assessed curriculum

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# Grade 5 Year at a Glance

2024-2025

| | 1st Nine Weeks | | 2nd Nine Weeks | |
|---|---|---|---|---|
| **Week 1** | **Enrichment Opportunities** | | Unit 02B Cont. | **Module 3 Week 3**<br>5.7B Respond to Text<br>5.11B Develop Drafts |
| **Week 2** | Unit 01: Living Literate Lives (12 days) | **Module 1 Week 1**<br>5.3B Context Clues<br>5.11Dix Capitalization | Unit 02C: AP & Craft: Developing Voice through Language Choice (14 days) | **Module 4 Week 1**<br>Visualize<br>5.11C Revise |
| **Week 3** | | **Module 1 Week 2**<br>5.6E Making Connections<br>5.11Di Simple & Compound | | **Module 4 Week 2**<br>5.10D Fig. Language<br>5.11D Edit |
| **Week 4** | | **Module 1 Week 3**<br>5.7B Respond to Literacy<br>5.11Dx Title & Punctuation | | **Module 4 Week 3**<br>5.10F Voice<br>5.11ABCD |
| **Week 5** | Unit 02A: Author's Purpose & Craft: Exploring Purpose and Message (10 days) | **Module 2 Week 1**<br>5.6G Key Ideas & Details<br>5.11Dx Quotation Marks | Unit 03A: Fiction Literary Elements (10 days) | **Module 5 Week 2**<br>5.8C Plot Elements<br>5.11ABCD |
| **Week 6** | | **Module 2 Week 2**<br>5.6F Inferences<br>5.11Dviii Sub. Conj. | | **Module 5 Week 3**<br>5.8B Character Relationships<br>5.11ABCD |
| **Week 7** | | **Module 2 Week 3**<br>5.10A Author's Purpose<br>5.11Dx Quotation Marks | Unit 03B: Traditional Lit. (5 days) | **Teacher's Choice - Trad. Lit.**<br>5.9A Chara. Children's Lit<br>5.7B Respond to Text |
| **Week 8** | Unit 02B: AP & Craft: Connecting Structure & Purpose (10 days) | **Module 3 Week 1**<br>5.6G Details & Key Ideas<br>5.11Div Adjectives | Unit 04: Drama! Exploring Dramatic Structure (10 days) | **Module 2 Week 2**<br>5.9C Elements of Drama<br>5.12A Literary Texts |
| **Week 9** | | **Module 3 Week 2**<br>5.7C Text Evidence<br>5.11Dvi Prepositions | | **Module 5 Week 2**<br>5.10E POV<br>5.12A Literary Texts |

**THANKSGIVING**

**MINI FALL BREAK**

**CHRISTMAS**

# Grade 5 Year at a Glance

2024-2025

| | 3rd Nine Weeks | | 4th Nine Weeks | |
|---|---|---|---|---|
| **Week 1** | Unit 05: Exploring & Crafting Poetry (10 days) | **Module 2 Week 3**<br>5.9B Poetry Characteristics<br>5.12A Literary Texts | Unit 08: Making Meaning Through the Genres (15 days) | **Module 8 Week 3**<br>3.10A Author's Purpose<br>3.11 Writing Process |
| **Week 2** | | **Module __ Week __**<br>5.10A Author's Purpose<br>5.12A Literary Texts | | **Module 11 Week 1**<br>Data Driven Instruction |
| **Week 3** | | **Module 8 Week 3**<br>5.10D Imagery, Lit. & Fig. Lang.<br>5.12A Literary Texts | | **Module 11 Week 3**<br>Data Driven Instruction |
| **Week 4** | Unit 06: Exploring & Crafting Informational Text Through Inquiry (15 days) | **Module 7 Week 1**<br>5.9Di Info. Text Characteristics<br>5.11ABCD | **STAAR**<br>**Reading Language Arts** | |
| **Week 5** | | **Module 7 Week 2**<br>5.9Diii Org. Patterns<br>5.7B Respond to Text<br>**MINI SPRING BREAK** | **STAAR**<br>**Science Grade 5** | |
| **Week 6** | | **Module 9 Week 2**<br>5.10A Author's Purpose<br>5.11ABCD | **STAAR**<br>**Mathematics** | |
| **Week 7** | Unit 07: Authentic Research to Craft an Argument (15 days) | **Module 5 Week 1**<br>5.9E Argmt Characteristics<br>5.12C Arg. Texts | **Unit 09: Making Meaning Through Research (15 days)** | |
| **Week 8** | | **Module 1 Week 1**<br>5.9Ei Identify the Claim<br>5.7B Respond to Text | | |
| **Week 9** | | **Teacher's Choice**<br>5.9Eii Facts<br>5.12C Arg. Text<br>**SPRING BREAK** | | |

# STAAR Frequency Distribution: Grade 5 ELAR

Item Counts by Subcluster

| Instructional Component / subcluster | | item counts | | | | |
|---|---|---|---|---|---|---|
| | | STAAR | | | | TOTAL |
| | | 2021 | 2022 | 2023 | 2024 | |
| **Word Study** | | | | | | |
| 5.2 | Beginning Reading and Writing | *NT* | *NT* | 1 | *NT* | 1 |
| 5.3 | Vocabulary | 2 | 3 | 2 | 1 | 8 |
| **Shared Reading** | | | | | | |
| 5.3 \| 5.4 \| 5.6 | Tools to Know: Reading Process | 2 | 1 | 2 | 1 | 6 |
| 5.6 | Tools to Know: Comprehension | 11 | 10 | 7 | 7 | 35 |
| 5.8 \| 5.9 \| 5.10 | Ways to Show: Thinking about the Meaning | 12 | 16 | 5 | 7 | 40 |
| 5.10 | Author's Craft: Thinking about the Writing | 5 | 4 | 5 | 5 | 19 |
| 5.7 | Ways to Show: Response Skills | 6 | 4 | 3 | 3 | 16 |
| **Writing** | | | | | | |
| 5.7 \| 5.12 | Ways to Show: Extended Constructed Response | | | 1 | 1 | 2 |
| 5.11 | Tools to Know: Writing Process (Revision) | | | 8 | 8 | 16 |
| 5.11 | Tools to Know: Writing Process (Editing) | | | 7 | 8 | 15 |

***40 questions + 1 Extended Constructed Response - STAAR 2023-2024***
***38 multiple choice questions - STAAR Reading 2021, 2022***

*NT* = Not Tested

**Notes:**

- cells with strikethroughs indicate the SE was not eligible for assessment on STAAR that year
- refer to the lead4ward Frequency Distribution by SE for item counts included with each Instructional Component and subcluster

# STAAR Grade 5 Reading Language Arts Blueprint
## Effective as of School Year 2022–23

| Reporting Category | Number of Standards | Number of Questions | Number of Points |
|---|---|---|---|
| **1: Reading** | Readiness: 13<br>Supporting: 18 | 24-26 | 26-28 |
| **2: Writing** | Readiness: 12<br>Supporting: 12 | 15-17 | 24-26 |
| **Item Types by Point** | 1-point questions (multiple-choice and non-multiple choice) | 38 | 38 |
| | 2-point questions (non-multiple choice) | 2 | 4 |
| | Extended Constructed Response | 1 | 10 |
| **Total** | | **41** | **52** |

All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.

**Readiness standards** are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-75% of the total points on the base test.

**Supporting standards** play a role in preparing students for the next grade or course but not one that is central. They may address more narrowly defined ideas or concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up approximately 25-45% of the total points on the base test.

**Every passage and question on STAAR is created for Texas students with the review and approval of Texas educators.**

**STAAR passages and questions go through a rigorous development and review process to ensure they accurately measure student knowledge.**

**Step 1: Passages and questions are written to align with the TEKS,** which describe what students should know and be able to do in each grade and subject.

**Step 2: Groups of Texas educators review and approve passages and questions for the grade and subject they teach** to ensure passages and questions are grade-level appropriate, align with the TEKS, and are unbiased and accessible to all students.

**Step 3: Questions are tested out by Texas students but do not count towards their scores** to confirm that the questions are unbiased and accurate. These are called "field-test questions."

**Step 4: Passages and questions that pass all previous steps can be selected for an official STAAR test** to provide educators and families with information to support teaching and learning.

*STAAR Reading Resources, Grades 3–8* *STAAR Resources for all Assessments* *STAAR Redesign Resources*

Texas Education Agency, Student Assessment Division, August 2022

# STAAR Grade 5 Reading Language Arts Test Design

| STAAR Test | Passages | Number of Items | Reading Load |
|---|---|---|---|
| **Base Test**<br>*These items contribute to the student's score.* | The **reading** section of the base test includes<br>• Two single reading passages and<br>• A paired reading passage (two passages read together) | The **reading** section of the base test includes<br>• 24 to 26 multiple-choice and non-multiple-choice items | Approximately 3,190 words maximum† |
| | The **writing** section of the base test includes<br>• Two revising passages,<br>• Two editing passages, and<br>• One extended constructed response (composition) | The **writing** section of the base test includes<br>• 15 to 17 multiple-choice and non-multiple-choice items, including the extended constructed response, which is a written response to a single or paired reading passage | |
| **Field Test**<br>*These items **do not** contribute to the student's score.* | The **field-test** section includes ONLY ONE of the following:<br>• A single reading passage<br>• A paired reading passage<br>• A single revising passage<br>• Two short editing passages | The **field-test** section includes<br>• 6 multiple-choice and non-multiple-choice items | Approximately 750 words maximum† |

†Although the length of individual passages may vary, the maximum reading load of the test is constant.

| Eligible Genres | Passage Considerations |
|---|---|
| Passages may be from any of the following genres:<br>**Literary**<br>Fiction Drama<br>Poetry Literary Nonfiction<br>**Non-literary**<br>Informational§ Argumentative§<br>Correspondence§ Persuasive§ | Passages are developed, and then reviewed and approved by Texas educators taking the following into consideration:<br>• Passages represent polished, high-quality writing and are considered exemplary samples of the eligible genres.<br>• Passages include reliable and accurate information.<br>• Passages are unbiased against or toward any group or culture.<br>• Passages are as engaging as possible for students.<br>• Passages are appropriate for the intended grade level, including readability indicators.<br>• Passages contain enough content to assess multiple student expectations. |

§100% of the non-literary passages for these genres will cover topics from subject area TEKS up to and including grade 5. The majority of topics for these cross-curricular passages will come from social studies and science. The rest will come from fine arts, health, physical education, technology applications, and mathematics (personal financial literacy only).

Texas Education Agency, Student Assessment Division, August 2022




# TEKS VERIFICATION DOCUMENT

# TEKS Verification Document
## Grade 5 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| ***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:* | | | | | | | | | | | | |
| 5.1A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; | T | D | D | O | O | O | O | O | O | O | O | O |
| 5.1B follow, restate, and give oral instructions that include multiple action steps; | T | D | D | O | O | O | T | D | O | D | O | O |
| 5.1C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and | | | | | | | | T | | D | D | D |
| 5.1D work collaboratively with others to develop a plan of shared responsibilities. | T | D | D | D | D | D | D | D | T | D | D | D |
| ***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* | | | | | | | | | | | | |
| 5.2A demonstrate and apply phonetic knowledge by: | T | T | T | T | T | T | T | D | T | D | D | D |
| 5.2Ai decoding consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; | | | | | | T | T | D | T | D | O | O |
| 5.2Aii decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | T | T | T | D | O | O | O | O | O | O | O | O |
| 5.2Aiii decoding words using advanced knowledge of syllable division patterns; | T | T | T | D | O | O | O | O | O | O | O | O |
| 5.2Aiv decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and | | | | T | T | T | D | D | T | D | D | D |
| 5.2Av identifying and reading high-frequency words from a research-based list; | T | O | O | O | O | O | O | O | O | O | O | O |
| 5.2B demonstrate and apply spelling knowledge by: | T | T | T | T | T | T | T | D | T | D | D | D |
| 5.2Bi spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **Readiness Standard** | T | T | T | D | O | O | O | O | O | O | O | O |

**T - TAUGHT DIRECTLY:** TEKS intended to be explicitly taught in this unit.

**D - DEVELOPING:** TEKS that need continued practice, improvement, and refinement, but do not necessarily need to be explicitly taught in this unit.

**O - ONGOING:** TEKS that have been previously taught where proficiency of the knowledge/skill is evident, and the knowledge/skill is intended to be applied or practiced in a new or different context.

# TEKS Verification Document
## Grade 5 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 5.2Bii spelling consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; **Readiness Standard** | | | | | | T | T | D | T | D | O | O |
| 5.2Biii spelling multisyllabic words with multiple sound-spelling patterns; | T | T | T | D | D | D | O | O | D | O | O | O |
| 5.2Biv spelling words using advanced knowledge of syllable division patterns; | T | T | T | D | O | O | O | O | O | O | O | O |
| 5.2Bv spelling words using knowledge of prefixes; and **Supporting Standard** | | | | T | T | T | D | D | T | D | D | D |
| 5.2Bvi 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; and **Readiness Standard** | | | | T | T | T | D | D | T | D | D | D |
| 5.2C write legibly in cursive. | T | D | D | D | O | O | O | O | O | O | O | O |
| ***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:* | | | | | | | | | | | | |
| 5.3A use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **Supporting Standard** | T | D | D | T | D | D | D | D | D | D | D | D |
| 5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; **Readiness Standard** | T | D | D | D | D | D | D | D | D | D | D | D |
| 5.3C identify the meaning of words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and **Supporting Standard** | | | | T | T | T | D | D | T | D | D | D |
| 5.3D identify, use, and explain the meaning of adages and puns. **Supporting Standard** | | | | | T | D | O | O | O | O | O | O |
| ***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:* | | | | | | | | | | | | |
| 5.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | T | D | O | O | O | O | O | O | O | O | O | O |

# TEKS Verification Document
## Grade 5 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| ***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:* | | | | | | | | | | | | |
| 5.5A self-select text and read independently for a sustained period of time. | T | D | O | O | O | O | O | O | O | O | O | O |
| ***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:* | | | | | | | | | | | | |
| 5.6A establish purpose for reading assigned and self-selected texts; | T | T | O | O | O | O | O | O | O | O | O | O |
| 5.6B generate questions about text before, during, and after reading to deepen understanding and gain information; | T | T | T | T | T | T | T | T | T | T | D | D |
| 5.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard** | | T | T | D | T | T | T | T | T | T | D | D |
| 5.6D create mental images to deepen understanding; | | | | T | D | D | D | T | D | D | D | D |
| 5.6E make connections to personal experiences, ideas in other texts, and society; **Readiness Standard** | T | D | T | D | T | T | T | T | T | T | T | T |
| 5.6F make inferences and use evidence to support understanding; **Readiness Standard** | | T | T | T | T | T | T | T | T | T | T | T |
| 5.6G evaluate details read to determine key ideas; **Readiness Standard** | | T | T | D | T | D | T | T | T | T | T | T |
| 5.6H synthesize information to create new understanding; and **Readiness Standard** | | | T | D | T | T | T | T | T | T | T | T |
| 5.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | T | T | T | T | T | D | D | D | D | D | D | D |
| ***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:* | | | | | | | | | | | | |
| 5.7A describe personal connections to a variety of sources, including self-selected texts; | T | D | D | D | T | D | O | O | O | O | O | O |
| 5.7B write responses that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources; | | T | T | T | T | T | T | T | T | T | T | T |

# TEKS Verification Document
## Grade 5 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 5.7C use text evidence to support an appropriate response; **Readiness Standard** | | T | T | T | T | T | T | T | T | T | T | T |
| 5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **Readiness Standard** | | T | D | D | T | D | T | T | T | T | T | T |
| 5.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | T | T | T | D | T | T | T | T | T | T | T | T |
| 5.7F respond using newly acquired vocabulary as appropriate; and | T | D | D | D | D | D | D | D | D | D | D | D |
| 5.7G discuss specific ideas in the text that are important to the meaning. | | T | T | T | T | T | T | T | T | T | T | T |
| ***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:* | | | | | | | | | | | | |
| 5.8A infer multiple themes within a text using text evidence; **Supporting Standard** | | | | | T | T | T | T | | | D | |
| 5.8B analyze the relationships of and conflicts among the characters; | | | | | T | T | T | D | | | D | |
| 5.8C analyze plot elements, including rising action, climax, falling action, and resolution; and **Readiness Standard** | | | | | T | T | T | D | | | D | |
| 5.8D analyze the influence of the setting, including historical and cultural settings, on the plot. **Supporting Standard** | | | | | T | T | T | D | | | D | |
| ***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:* | | | | | | | | | | | | |
| 5.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; | | | | | | T | | | | | D | |
| 5.9B 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; | | | | | | | | T | | | D | |
| 5.9C explain structure in drama such as character tags, acts, scenes, and stage directions; **Supporting Standard** | | | | | | | T | | | | D | |

# TEKS Verification Document
## Grade 5 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 5.9D recognize characteristics and structures of informational text, including: | | | | | | | | | T | D | D | |
| 5.9Di the central idea with supporting evidence; **Readiness Standard** | | | | | | | | | T | D | D | D |
| 5.9Dii features such as insets, timelines, and sidebars to support understanding; and **Supporting Standard** | | | | | | | | | T | D | D | D |
| 5.9Diii organizational patterns such as logical order and order of importance; | | | | | | | | | T | D | D | D |
| 5.9DE recognize characteristics and structures of argumentative text by: | | | | | | | | | | T | D | D |
| 5.9Ei identifying the claim; **Readiness Standard** | | | | | | | | | | T | D | D |
| 5.9Eii explaining how the author has used facts for or against an argument; and | | | | | | | | | | T | D | D |
| 5.9Eiii identifying the intended audience or reader; and **Supporting Standard** | | | | | | | | | | T | D | D |
| 5.9F recognize characteristics of multimodal and digital texts. | | | | | | | | | T | T | D | D |
| ***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 author's craft purposefully in order to develop his or her own products and performances. The student is expected to:* | | | | | | | | | | | | |
| 5.10A explain the author's purpose and message within a text; **Readiness Standard** | | T | T | T | T | T | T | T | T | T | T | |
| 5.10B analyze how the use of text structure contributes to the author's purpose; | | | T | | T | T | T | T | T | T | T | |
| 5.10C analyze the author's use of print and graphic features to achieve specific purposes; | | | T | | T | T | T | T | T | T | T | |
| 5.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; | | | | T | T | T | T | T | | T | T | |
| 5.10E identify and understand the use of literary devices, including first- or third-person point of view; **Supporting Standard** | | | | | T | T | T | T | | T | D | |

# TEKS Verification Document
## Grade 5 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 5.10F examine how the author's use of language contributes to voice; and | | | | T | T | T | T | T | T | T | T | |
| 5.10G explain the purpose of hyperbole, stereotyping, and anecdote. | | | | | | | | | | T | D | D |
| ***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 use appropriate conventions. The student is expected to:* | | | | | | | | | | | | |
| 5.11A 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; | T | T | D | D | T | D | T | T | T | T | D | D |
| 5.11B develop drafts into a focused, structured, and coherent piece of writing by: | T | T | T | T | T | T | D | D | T | T | D | D |
| 5.11Bi organizing with purposeful structure, including an introduction, transitions, and a conclusion; and **Readiness Standard** | | | T | D | T | T | D | D | T | T | D | D |
| 5.11Bii developing an engaging idea reflecting depth of thought with specific facts and details; **Readiness Standard** | | | T | T | T | T | D | D | T | T | D | D |
| 5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; | | | T | T | T | T | D | D | T | T | D | D |
| 5.11D edit drafts using standard English conventions, including: **Supporting Standard** | | T | T | T | T | T | D | D | T | T | D | D |
| 5.11Di complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **Readiness Standard** | | T | T | T | D | D | D | D | D | D | D | D |
| 5.11Dii past tense of irregular verbs; **Readiness Standard** | | | | T | O | O | O | O | O | O | O | O |
| 5.11Diii collective nouns; **Supporting Standard** | | | | | | T | O | O | O | O | O | O |
| 5.11Div adjectives, including their comparative and superlative forms; | | | | T | O | O | O | O | O | O | O | O |
| 5.11Dv conjunctive adverbs; **Supporting Standard** | | | T | D | D | D | O | O | O | O | O | O |

# TEKS Verification Document
## Grade 5 – English Language Arts and Reading

| | UNITS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 01 | 02A | 02B | 02C | 03A | 03B | 04 | 05 | 06 | 07 | 08 | 09 |
| 5.13A generate and clarify questions on a topic for formal and informal inquiry; | d | | | | T | | | | T | T | | T |
| 5.13B develop and follow a research plan with adult assistance; | | | | | T | | | | T | T | | T |
| 5.13C identify and gather relevant information from a variety of sources; | | | | | T | | | | T | T | | T |
| 5.13D understand credibility of primary and secondary sources; | | | | | | | | | T | T | | T |
| 5.13E demonstrate understanding of information gathered; | | | | | | | | | T | T | | T |
| 5.13F differentiate between paraphrasing and plagiarism when using source materials; | | | | | | | | | | T | | T |
| 5.13G develop a bibliography; and | | | | | | | | | | T | | T |
| 5.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | | | | | | | | | T | T | | T |

# RLA RESOURCES

# P.R.O.V.E

*a reading annotation strategy*

**P**review

Preview the questions and write down keywords/ academic vocabulary, PAT list (Pay Attention To)

**R**ead

Read through the passage and #hashtag the most important parts.

**O**mit

Omit answer choices

**V**erify

Verify your answer by finding your text evidence

**E**xplain

Explain your answer with evidence

**R**ESTATE THE QUESTION

**A**NSWER WITH SUPPORTING IDEAS

**C**ITE TEXT EVIDENCE

**E**XPLAIN HOW IT SUPPORTS THE QUESTION

**S**UM IT UP

| | central idea/ controlling idea/ thesis | text evidence | development | organize | edit |
|---|---|---|---|---|---|
| |  Answer a question about a text. |  Share evidence from the text that supports your answer |  Develop your answer with details & examples. |  Organize your ideas in a clear & logical way. |  Check your writing for grammar & mechanics errors. |
| **Pre-K** | **PK4.III.D.3** Child asks and responds to questions relevant to the text read aloud. | **PK4.III.D.2** Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. **PK4.III.E.1** Child can distinguish between elements of print including letters, words, and pictures. | **PK4.IV.C.1** Child writes first and last name using legible letters in the proper sequence. **PK4.IV.C.3** Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words; 1 complete sentence. | **PK4.IV.B.2** Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities. ***PK4.III.D.1*** *Child retells or re-enacts a story with a clear beginning, middle, and end.* | **PK4.III.E.3** Child can identify some conventional features of print that communicate meaning including end punctuation and case. |
| **K** | **K6B** provide an oral, pictorial, and written response to a text | **K6C** use text evidence to support an appropriate response | **K10B** revise drafts in oral, pictorial, and written form by organizing ideas; 3 complete sentences. | **K10C** revise drafts by adding details in pictures and words and organizing the structure | **K10D** edit drafts with adult assistance using standard English conventions |
| **1st** | **1.7B** write brief comments on literary or informational texts | **1.7C** use text evidence to support an appropriate response | **1.11Bii** develop an idea with specific and relevant details; 5 complete sentences with subject-verb agreement. | **1.11C** revise drafts by adding details in pictures or words and organizing the structure | **1.11D** edit drafts using standard English conventions |
| **2nd** | **2.7B** write brief comments on literary or informational texts that demonstrate an understanding of the text | **2.7C** use text evidence to support an appropriate response | **2.11Bii** develop an idea with specific and relevant details; 6 sentences with subject-verb agreement. | **2.11C** revise drafts by adding, deleting, or rearranging words, phrases, or sentences and organizing the structure | **2.11D** edit drafts using standard English conventions |
| **3rd** | **3.7B** write a response to a literary or informational text that demonstrates an understanding of a text **3.12B** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea | **3.7C** use text evidence to support an appropriate response | **3.11Bii** develop an engaging idea with relevant details; 8 complete simple and compound sentences with subject-verb agreement | **3.11C** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity and organizing the structure | **3.11D** edit drafts using standard English conventions |
| **4th** | **4.7B** write responses that demonstrate understanding of texts **4.12B** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea | **4.7C** use text evidence to support an appropriate response | **4.11Bii** develop an engaging idea with relevant details; 10 complete simple and compound sentences with subject-verb agreement | **4.11C** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity and organizing the structure | **4.11D** edit drafts using standard English conventions |

| | | | | | |
|---|---|---|---|---|---|
| **5th** | **5.7B** write responses that demonstrate understanding of texts<br>**5.12B** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea | **5.7C** use text evidence to support an appropriate response | **5.11Bii** develop an engaging idea reflecting depth of thought with specific facts and details; 12 complete simple and compound sentences with subject-verb agreement | **5.11C** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity and organizing the structure | **5.11D** edit drafts using standard English conventions |
| **6th** | **6.6B** write responses that demonstrate understanding of texts | **6.6C** use text evidence to support an appropriate response | **6.10Bii** developing an engaging idea reflecting depth of thought with specific facts and details | **6.10C** revise drafts for clarity, development, organization, style, word choice, and sentence variety | **6.10D** edit drafts using standard English conventions |
| **7th** | **7.6B** write responses that demonstrate understanding of texts, including comparing sources within and across genres | **7.6C** use text evidence to support an appropriate response | **7.10Bii** developing an engaging idea reflecting depth of thought with specific facts, details, and examples | **7.10C** revise drafts for clarity, development, organization, style, word choice, and sentence variety | **7.10D** edit drafts using standard English conventions |
| **8th** | **8.6B** write responses that demonstrate understanding of texts, including comparing sources within and across genres | **8.6C** use text evidence to support an appropriate response | **8.10Bii** developing an engaging idea reflecting depth of thought with specific facts, details, and examples | **8.10C** revise drafts for clarity, development, organization, style, word choice, and sentence variety | **8.10D** edit drafts using standard English conventions |
| **Eng1** | **1.5B** write responses that demonstrate understanding of texts, including comparing texts within and across genres | **1.5C** use text evidence and original commentary to support a comprehensive response | **1.9Bii** developing an engaging idea reflecting depth of thought with specific details, examples, and commentary | **1.9C** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses | **1.9D** edit drafts using standard English conventions |
| **Eng2** | **2.5B** write responses that demonstrate understanding of texts, including comparing texts within and across genres | **2.5C** use text evidence and original commentary to support an interpretive response | **2.9Bii** developing an engaging idea reflecting depth of thought with specific details, examples, and commentary | **2.9C** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases | **2.9D** edit drafts using standard English conventions |

# Grammar & Mechanics Editing TEKS K-10th

| | |
|---|---|
| K | ✎ complete sentences<br>✎ verbs<br>✎ singular and plural nouns<br>✎ adjectives<br>✎ prepositions<br>✎ pronouns<br>✎ capitalization of the first letter in a sentence and name<br>✎ punctuation marks at the end of declarative sentences<br>✎ correct spelling of words with grade-appropriate orthographic patterns and rules & high-frequency words |
| 1st | ✎ complete sentences with subject-verb agreement<br>✎ past and present verb tense;<br>✎ singular, plural, common, and proper nouns<br>✎ adjectives<br>✎ adverbs that convey time<br>✎ prepositions<br>✎ pronouns<br>✎ capitalization for the beginning of sentences and the pronoun "I"<br>✎ punctuation marks at the end of declarative, exclamatory ,& interrogative sentences ✎ correct spelling of words with grade-appropriate orthographic patterns and rules & high-frequency words with adult assistance |
| 2nd | ✎ complete sentences with subject-verb agreement<br>✎ past, present, and future verb tense<br>✎ singular, plural, common, & proper nouns<br>✎ adjectives<br>✎ adverbs that convey time and adverbs that convey place<br>✎ prepositions and prepositional phrases;<br>✎ pronouns<br>✎ coordinating conjunctions to form compound subjects and predicates<br>✎ capitalization of months, days of the week, and the salutation and conclusion of a letter<br>✎ end punctuation, apostrophes in contractions, & commas with items in a series and in dates |

| | |
|---|---|
| 3rd | ✎ complete simple and compound sentences with subject-verb agreement<br>✎ past, present, & future verb tense<br>✎ singular, plural, common, & proper nouns<br>✎ adjectives, including their comparative and superlative forms<br>✎ adverbs that convey time and adverbs that convey manner<br>✎ prepositions and prepositional phrases<br>✎ pronouns<br>✎ coordinating conjunctions to form compound subjects, predicates, and sentences<br>✎ capitalization of official titles of people, holidays, and geographical names and places<br>✎ punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series<br>✎ correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words |

| | |
|---|---|
| 4th | ✎ complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments<br>✎ past tense of irregular verbs<br>✎ singular, plural, common, and proper nouns<br>✎ adjectives, including their comparative and superlative forms<br>✎ adverbs that convey frequency and adverbs that convey degree<br>✎ prepositions and prepositional phrases<br>✎ pronouns<br>✎ coordinating conjunctions to form compound subjects, predicates, and sentences<br>✎ capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities<br>✎ punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue<br>✎ correct spelling of words with grade-appropriate orthographic patterns and rules & high-frequency words |

| | |
|---|---|
| 5th | ✎ complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments<br>✎ past tense of irregular verbs<br>✎ collective nouns<br>✎ adjectives<br>✎ conjunctive adverbs;<br>✎ prepositions and prepositional phrases and their influence on subject-verb agreement<br>✎ pronouns, including indefinite<br>✎ subordinating conjunctions to form complex sentences<br>✎ capitalization of abbreviations, initials, acronyms, and organizations<br>✎ italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound & complex sentences<br>✎ correct spelling of words with grade-appropriate orthographic patterns and rules & high-frequency words |

| | |
|---|---|
| 6th | ✎ complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments<br>✎ consistent, appropriate use of verb tenses<br>✎ conjunctive adverbs<br>✎ prepositions and prepositional phrases and their influence on subject-verb agreement<br>✎ pronouns, including relative<br>✎ subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor<br>✎ capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;<br>✎ punctuation marks, including commas in complex sentences, transitions, and introductory elements<br>✎ correct spelling, including commonly confused terms |

| | |
|---|---|
| 7th | ✎ complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments<br>✎ consistent, appropriate use of verb tenses<br>✎ conjunctive adverbs<br>✎ prepositions and prepositional phrases and their influence on subject-verb agreement<br>✎ pronoun-antecedent agreement;<br>✎ subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor<br>✎ correct capitalization<br>✎ punctuation, including commas to set off words, phrases, and clauses, and semicolons<br>✎ correct spelling, including commonly confused terms |

| | |
|---|---|
| 8th | ✎ complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments<br>✎ consistent, appropriate use of verb tenses and active and passive voice<br>✎ prepositions and prepositional phrases and their influence on subject-verb agreement<br>✎ pronoun-antecedent agreement<br>✎ correct capitalization<br>✎ punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses<br>✎ correct spelling, including commonly confused terms |

| | |
|---|---|
| Eng1/ Eng2 | ✎ a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments<br>✎ consistent, appropriate use of verb tense and active and passive voice<br>✎ pronoun-antecedent agreement<br>✎ correct capitalization<br>✎ punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate<br>✎ correct spelling |

# Conventions TEKS Matrix

| Category | | First Grade TEKS | Second Grade TEKS | Third Grade TEKS | Fourth Grade TEKS | Fifth Grade TEKS |
|---|---|---|---|---|---|---|
| Revisions | K.10.C revise drafts by adding details in pictures or words; | 1.11.C revise drafts by adding details in pictures or words | 2.11.C revise drafts by adding, deleting, or rearranging words, phrases, or sentences | 3.11.C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | 4.11.C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | 5.11.C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity |
| Complete Sentences | K.10.D edit drafts with adult assistance using standard English Conventions, including (i) complete sentences | 1.11.D edit drafts using standard English conventions, including (i) complete sentences with subject verb agreement | 2.11.D edit drafts using standard English conventions, including (i) complete sentences with subject verb agreement | 3.11.D edit drafts using standard English conventions, including (i) complete simple and compound sentences with subject-verb agreement | 4.11.D edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments | 5.11.D edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments |

| Category | Kindergarten TEKS | First Grade TEKS | Second Grade TEKS | Third Grade TEKS | Fourth Grade TEKS | Fifth Grade TEKS |
|---|---|---|---|---|---|---|
| Parts of Speech | K.10.D edit drafts with adult assistance using standard English Conventions, including (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases | 1.11.D edit drafts using standard English conventions, including (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 | 2.11.D edit drafts using standard English conventions, including (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 | 3.11.D edit drafts using standard English conventions, including (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 | 4.11.D edit drafts using standard English conventions, including (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 | 5.11.D edit drafts using standard English conventions, including (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; (viii) subordinating conjunctions to form complex sentences |

| Category | Kindergarten TEKS | First Grade TEKS | Second Grade TEKS | Third Grade TEKS | Fourth Grade TEKS | Fifth Grade TEKS |
|---|---|---|---|---|---|---|
| Capitalization | K.10.D edit drafts with adult assistance using standard English Conventions, including (vii) capitalization of the first letter in a sentence and name | 1.11.D edit drafts using standard English conventions, including (viii) capitalization for the beginning of sentences and the pronoun "I" | 2.11.D edit drafts using standard English conventions, including (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter | 3.11.D edit drafts using standard English conventions, including (ix) capitalization of official titles of people, holidays, and geographical names and places | 4.11.D edit drafts using standard English conventions, including: (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities | 5.11.D edit drafts using standard English conventions, including: (ix) capitalization of abbreviations, initials, acronyms, and organizations |
| Punctuation | K.10.D edit drafts with adult assistance using standard English Conventions, including (viii) punctuation marks at the end of declarative sentences | 1.11.D edit drafts using standard English conventions, including (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences | 2.11.D edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates | 3.11.D edit drafts using standard English Conventions, including (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series | 4.11.D edit drafts using standard English conventions, including: (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue | 5.11.D edit drafts using standard English conventions, including: (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences |

| Category | Kindergarten TEKS | First Grade TEKS | Second Grade TEKS | Third Grade TEKS | Fourth Grade TEKS | Fifth Grade TEKS |
|---|---|---|---|---|---|---|
| Spelling | K.10.D edit drafts with adult assistance using standard English Conventions, including (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | 1.11.D edit drafts using standard English conventions, including (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance | 2.11.D edit drafts using standard English conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | 3.11.D edit drafts using standard English Conventions, including (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | 4.11.D edit drafts using standard English conventions, including: (xi) correct spelling of words with grade appropriate orthographic patterns and rules and high frequency words | 5.11.D edit drafts using standard English conventions, including: (xi) correct spelling of words with grade appropriate orthographic patterns and rules and high frequency words |

# Punctuation & Capitalization Vertical Alignment for 3rd-10th

On STAAR RLA Editing assessment items, grade level items *should* reflect grade level skills, but they also will include previous grade level skills.

| | Capitalization | Punctuation |
|---|---|---|
| **K** | ☐ Beginning of sentences<br>☐ Name | ☐ End of declarative sentences (period) |
| **1st** | ☐ Pronoun "I" | ☐ End of exclamatory & interrogative sentences (exclamation point & question mark) |
| **2nd** | ☐ Months<br>☐ Days of the week<br>☐ Salutation & conclusion of a letter | ☐ End punctuation<br>☐ Apostrophes in contractions<br>☐ Commas in a series & in dates |
| **3rd** | ☐ Official titles of people<br>☐ Holidays<br>☐ Geographical names & places | ☐ Apostrophes in contractions & possessives<br>☐ Commas in compound sentences & in a series |
| **4th** | ☐ Historical periods, events, & documents<br>☐ Titles of books, stories, & essays<br>☐ Languages, races, & nationalities | ☐ Apostrophes in possessives<br>☐ Commas in compound sentences<br>☐ Quotation marks in dialogue |
| **5th** | ☐ Abbreviations<br>☐ Initials<br>☐ Acronyms<br>☐ Organizations | ☐ Commas in compound & **complex sentences**<br>☐ Quotation marks in dialogue<br>☐ Italics and underlining for titles & emphasis |
| **6th** | ☐ Abbreviations<br>☐ Initials | ☐ commas in **complex sentences**, transitions, & introductory elements |

| | | |
|---|---|---|
| | ☐ Acronyms<br>☐ Organizations | |
| **7th** | ☐ correct capitalization | ☐ commas to set off words, phrases, and clauses<br>☐ semicolons |
| **8th** | ☐ correct capitalization | ☐ commas in nonrestrictive phrases and clauses,<br>☐ semicolons<br>☐ colons<br>☐ parentheses |
| **9th** | ☐ correct capitalization | ☐ commas<br>☐ semicolons<br>☐ colons<br>☐ dashes to set off phrases and clauses as appropriate |
| **10th** | ☐ correct capitalization | ☐ commas<br>☐ semicolons<br>☐ colons<br>☐ dashes<br>☐ parentheses to set off phrases and clauses |

# Parts of Speech TEKS Alignment

***Part of speech: a category assigned to a word based on its syntactical function; the eight 😉 primary parts of speech include noun, pronoun, verb, adjective, adverb, conjunction, and preposition.***

from TEA's Texas Gateway TEKS Guide, RLA Glossary

| | verbs | nouns | adjectives | prepositions | pronouns | adverbs | conjunctions |
|---|---|---|---|---|---|---|---|
| **K** | | ***singular & plural*** | ***+ articles*** | | ***subjective, objective, possessive case*** | | |
| **1st** | ***past & present tense*** | ***singular, plural, common, proper*** | ***+ articles*** | | ***subjective, objective, possessive case*** | | |
| **2nd** | ***past, present, & future tense*** | ***singular, plural, common, proper*** | ***+ articles*** | | ***subjective, objective, possessive case*** | | ***coordinating*** |
| **3rd** | ***past, present, & future tense*** | ***singular, plural, common, proper*** | ***comparative & superlative*** | | ***subjective, objective, possessive case*** | | ***coordinating*** |
| **4th** | ***past tense of irregular verbs*** | ***singular, plural, common, proper*** | ***comparative & superlative*** | | ***reflexive case*** | | ***coordinating*** |
| **5th** | ***past tense of irregular verbs*** | ***collective*** | ***comparative & superlative*** | | ***indefinite case*** | ***conjunctive*** | ***subordinating*** |
| **6th** | ***consistent tenses*** | | | | ***relative case*** | ***conjunctive*** | ***subordinating*** |
| **7th** | ***consistent tenses*** | | | | ***pronoun-antecedent*** | ***conjunctive*** | ***subordinating*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | ***agreement*** | | |
| **8th** | ***consistent tenses*** | | | | ***pronoun-antecedent agreement*** | | |
| **E1** | ***active & passive voice*** | | | | ***pronoun-antecedent agreement*** | | |
| **E2** | ***active & passive voice*** | | | | ***pronoun-antecedent agreement*** | | |

# Figurative Language Vertical Alignment

**Knowledge & Skills:** *The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts.*

| | | |
|---|---|---|
| | ***discuss*** *the use of* ***descriptive****, literal, and figurative language* | |
| **2nd** | *Descriptive language is language that is vivid and specific and helps the reader imagine what the author is describing. In second grade, students should use references to the five senses and adjectives to recognize descriptive language in books.* ***from teksguide.org*** | |
| | ***describe*** *how the author's use of imagery, literal, and figurative language and sound devices achieves specific purposes* | |
| **3rd** | figurative language: **simile** | sound devices: **onomatopoeia** |
| **4th** | figurative language: **simile** and **metaphor** | sound devices: **alliteration** and **assonance** |
| **5th** | figurative language: **simile** and **metaphor** | sound devices |
| | ***describe*** *how the author's use of figurative language achieves specific purposes* | |
| **6th** | figurative language: **metaphor** and **personification** | |
| **7th** | figurative language: **metaphor** and **personification** | |
| **8th** | figurative language: **extended metaphor** | |
| **Eng1** | ***analyze*** *how the author's use of language achieves specific purposes* | |
| **Eng2** | ***analyze*** *how the author's use of language informs and shapes the perception of readers* | |
| **Eng3** | ***evaluate*** *how the author's use of language informs and shapes the perception of readers* | |
| **Eng4** | ***critique*** *and* ***evaluate*** *how the author's use of language informs and shapes the perception of readers* | |

# SCR

## SHORT CONSTRUCTED RESPONSE

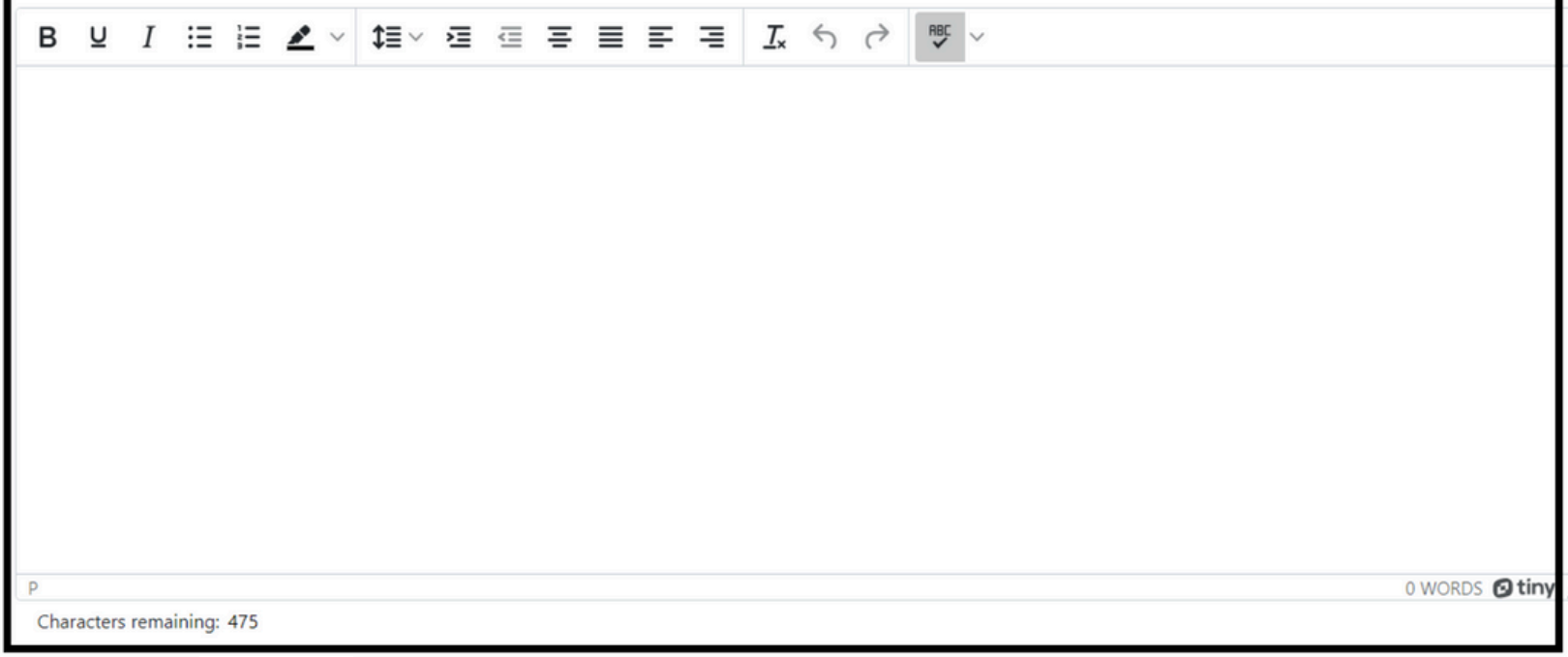
### (WORTH 1-2 POINTS ON THE STAAR)

# Short-Constructed Response

Use the passage to answer the following question.

Read the question carefully. Then enter your answer in the box provided.

What is a key idea from paragraph 3? Support your answer with evidence from te selection.




**R** ESTATE
THE QUESTION

The key idea in paragraph 3 is how the crayon was invented.

**A** NSWER
THE QUESTION

**C** ITE
TEXT EVIDENCE
USE TRANSITIONS

The author states, “He then mixed the wax with many different color pigments to create his version of the crayon. In 1903, Crayola was born!”

# READING
## SHORT CONSTRUCTED RESPONSE (SCR)

## RESTATE & ANSWER

**Complete and accurate response to the prompt.**

### CHECKLIST:

- ☐ Introduce the topic
- ☐ Answer the prompt
- ☐ Complete sentence

## TEXT EVIDENCE

**Supporting details that are cited or paraphrased from the text.**

### SENTENCE STEMS:

The text states...
As shown in the text...
In paragraph ___, ...
The author explains...

| | | |
|---|---|---|
| **R**<br>**A** | Restate and Answer the question (big idea) | |
| **C** | Cite Text Evidence<br>The author says...<br>It says....<br>In paragraph 2 it says....<br>The text states.... | |

| | | |
|---|---|---|
| **R**<br>**A** | Restate and Answer the question (big idea) | |
| **C** | Cite Text Evidence<br>The author says...<br>It says....<br>In paragraph 2 it says....<br>The text states.... | |

| SCR Rubric | | |
|---|---|---|
| **2** | **1** | **0** |
| ❑ The response correctly **answers the question of the prompt**.<br><br>❑ Specific evidence is **cited** or **paraphrased** from the text.<br><br>❑ The response & the evidence are based on the text. | ❑ The response partially or inaccurately answers the question of the prompt.<br><br>❑ Evidence does not support the response or none is provided. | ❑ The response is incorrect.<br><br>❑ The response is not based on the text.<br><br>❑ No response is provided. |
| Feedback:<br><br>____ / 2 | | |


| SCR Rubric | | |
|---|---|---|
| **2** | **1** | **0** |
| ❑ The response correctly **answers the question of the prompt**.<br><br>❑ Specific evidence is **cited** or **paraphrased** from the text.<br><br>❑ The response & the evidence are based on the text. | ❑ The response partially or inaccurately answers the question of the prompt.<br><br>❑ Evidence does not support the response or none is provided. | ❑ The response is incorrect.<br><br>❑ The response is not based on the text.<br><br>❑ No response is provided. |
| Feedback:<br><br>____ / 2 | | |

# ECR

## EXTENDED CONSTRUCTED RESPONSE

## (WORTH 10 POINTS ON THE STAAR)

# Extended-Constructed Response

Read the selections “Rewards for Recycling” and “Laws for Less Trash.” Based on the information in the selections, write a response to the following:

Explain your opinion about why people should or should not be rewarded for recycling.

Write a well-organized argumentative essay that uses specific evidence from the selections to support your answer.

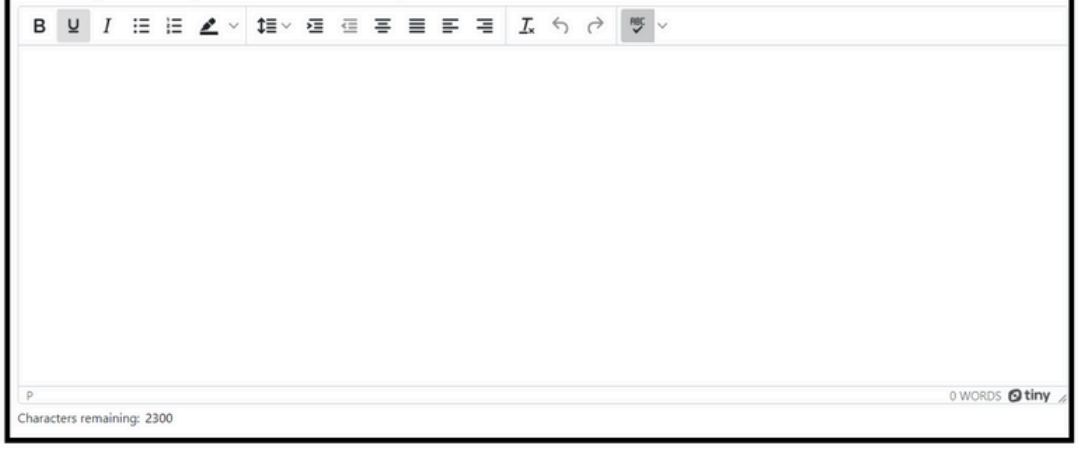
Remember to -

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can

- review the selections
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.




**RESTATE** AND ANSWER THE QUESTION

I think people should get rewarded because I believe it’s fair to the people.

**ANSWER** WITH SUPPORTING IDEA

First of all, people would make recycling their goals. In paragraph 3 it says “Rewarding people would give them a reason to make the effort to recycle.” This means that the more people get rewarded for recycling, the more people would want to recycle.

**CITE** TEXT EVIDENCE

USE TRANSITIONS

Secondly, if you don’t recycle, it can be difficult for you and the bills. In paragraph 2, it mentions that “Most people who do not recycle said it is too difficult where they live.” This shows that because they don’t recycle means that bills increase.

**EXPLAIN** HOW IT SUPPORTS YOUR ANSWER

Thirdly, recycling can decrease the trash bills. In paragraph 6, the author says, “The city can lower their trash bill.” This means that you don’t have to waste money.

**SUM** IT UP

In conclusion, I believe people who do recycle should be rewarded.

# READING
# EXTENDED CONSTRUCTED RESPONSE (ECR)

## RESTATE

**Turn the prompt into a statement**

## ANSWER

**Complete and accurate response to the prompt .**

- Answer the prompt
- Complete sentence

## CITE TEXT EVIDENCE

**Supporting details that are cited or paraphrased from the text.** The text states... In paragraph ___, ...
As shown in the text... The author states...

## EXPLAIN

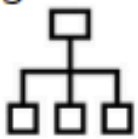
**Support your evidence by explaining why is it important** This shows... This means...
The evidence shows... In other words...

## SUM IT UP

**Supporting details that are cited or paraphrased from the text.** In conclusion...

| | | |
|---|---|---|
| **RA** | **RESTATE & ANSWER** | In _____, by _____<br>_____<br>_____<br>_____<br>_____ |
| **CE** | **CITE & EXPLAIN** | First, _____<br>_____<br>According to the text, _____<br>_____<br>_____<br>_____<br>The evidence shows _____<br>_____<br>_____<br>_____ |
| **S** | **SUM IT UP** | In conclusion, _____<br>_____<br>_____<br>_____<br>_____ |

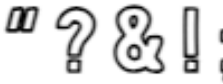
| | | |
|---|---|---|
| **R**<br>**A** | **RESTATE & ANSWER** | In _____, _____<br>_____<br>_____<br>_____ |
| **C**<br>**E** | **CITE & EXPLAIN** | To begin with, _____.<br>According to the text, _____<br>_____<br>The evidence reveals _____<br>_____<br>_____<br>_____ |
| **C**<br>**E** | **CITE & EXPLAIN** | Also, _____.<br>In paragraph ___ the author states, _____<br>_____<br>In other words, _____<br>_____<br>_____<br>_____ |
| **S** | **SUM IT UP** | In conclusion, _____<br>_____<br>_____<br>_____ |

| 3rd- 5th | Extended Constructed Response Rubric | | | |
|---|---|---|---|---|
| Organization  & Development of Ideas  | 3 *well-done!* | 2 *okay* | 1 *needs work* | 0 *needs lots of work* |
| | ❑ central idea is clear & well-developed<br>❑ organization is effective<br>❑ evidence is specific, well-chosen, & relevant<br>❑ expression of ideas is clear & effective | ❑ central idea is present & partially developed<br>❑ organization is limited<br>❑ evidence is limited & may include irrelevant information<br>❑ expression of ideas is basic | ❑ central idea is evident but not developed<br>❑ organization is minimal and/or weak<br>❑ evidence is insufficient and/or mostly irrelevant<br>❑ expression of ideas is ineffective | ❑ central idea may be evident<br>❑ organizational structure is not evident. No introduction & conclusion.<br>❑ evidence is not provided or is irrelevant<br>❑ expression of ideas is unclear or incoherent |
| Feedback | | | | |
| Total of top & bottom:<br>_____ /5 | Conventions<br>" ? & ! ; | 2 *well-done!* | 1 *needs work* | 0 *needs lots of work* |
| | | Consistent command of grade-level appropriate conventions, including correct:<br>☐ sentence construction<br>☐ punctuation<br>☐ capitalization<br>☐ grammar<br>☐ spelling<br>☐ handwriting | Inconsistent command of grade-level appropriate conventions, including limited use of correct:<br>☐ sentence construction<br>☐ punctuation<br>☐ capitalization<br>☐ grammar<br>☐ spelling<br>☐ handwriting | Little to no command of grade-level appropriate conventions, including infrequent use of or no evidence of correct:<br>☐ sentence construction<br>☐ punctuation<br>☐ capitalization<br>☐ grammar<br>☐ spelling<br>☐ handwriting |
| Feedback | | | | |

*For teacher use*

Name:_____ Date:_____

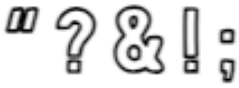
# 3-5 Argumentative Rubric Checklist

| | | |
|---|---|---|
| **opinion is clear & fully developed**  | Did you explain your opinion about what the prompt asked you to explain?<br><br>Did you provide details & examples to support your opinion? | Y N<br><br>Y N |
| **organization is effective**   | Did you write an introduction and a conclusion?<br><br>Did you connect your ideas with transitions when needed? | Y N<br><br>Y N |
| **evidence is specific, well-chosen, & relevant**  | Did you choose text evidence that supported your opinion?<br><br>Did you choose text evidence from the text?<br><br>Did your text evidence make your essay stronger? | Y N<br><br>Y N<br><br>Y N |
| **expression of ideas is clear & effective**   | Did you use specific words instead of vague words?<br><br>Did you explain your ideas concisely? | Y N<br><br>Y N |
| **Consistent command** of grade-level appropriate conventions   | Did you edit your paper for the conventions listed?<br>☐ sentence construction<br>☐ punctuation<br>☐ capitalization<br>☐ grammar<br>☐ spelling | |

*For student use*

Name:_____ Date:_____

# 3-5 Informational Rubric Checklist

| | | |
|---|---|---|
| **central idea is clear & well-developed**  | Did you explain what the prompt asked you to explain? | Y N |
| | Did you provide details & examples to support your explanation? | Y N |
| **organization is effective**   | Did you write an introduction and a conclusion? | Y N |
| | Did you connect your ideas with transitions when needed? | Y N |
| **evidence is specific, well-chosen, & relevant**  | Did you choose text evidence that supported your central idea? | Y N |
| | Did you choose text evidence from the text? | Y N |
| | Did your text evidence make your essay stronger? | Y N |
| **expression of ideas is clear & effective**   | Did you use specific words instead of vague words? | Y N |
| | Did you explain your ideas concisely? | Y N |
| **Consistent command** of grade-level appropriate conventions  | Did you edit your paper for the conventions listed?<br>☐ sentence construction<br>☐ punctuation<br>☐ capitalization<br>☐ grammar<br>☐ spelling | |

*For student use*