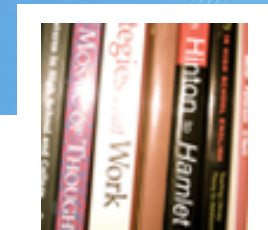
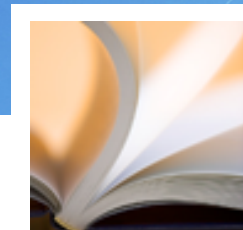


English Language Arts Grade 1

STAAR Field Guide



STAAR

The State of Texas of Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student's educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the current assessment program (TAKS) and STAAR by reframing the questions we are asking.

TAKS: TAKS was designed to help teachers answer this question:

- Did students learn what they were supposed to learn in the current year's grade?

STAAR: STAAR is designed to ensure that teachers answer these questions:

- Did students learn what they were supposed to learn in the current year's grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what's the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students "unlearn" previous ways of conceptualizing content and essentially start all over.

STAAR: focus, clarity, depth

[The TEKS] are designed to prepare students to succeed in college, in careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

Focus: STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

Clarity: STAAR will assess the eligible TEKS at a level of specificity that allow students to demonstrate mastery.

Depth: STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

STAAR: the assessed curriculum – readiness, supporting, and process standards

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in a more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

Readiness standards have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

STAAR assesses the eligible TEKS at the level at which the TEKS were written.

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by

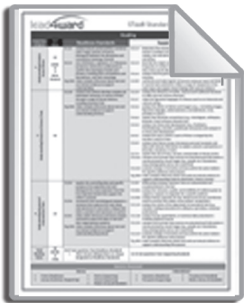
- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by

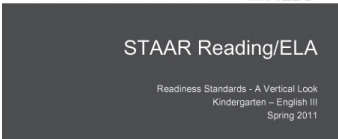
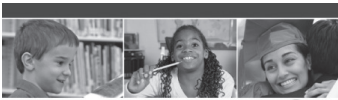
- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

About the STAAR Field Guide

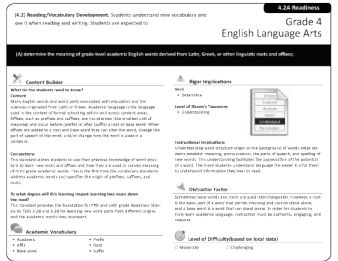
The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:



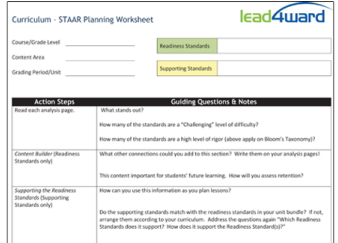
STAAR Grade Level Snapshot – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.



STAAR Readiness Standards: A Vertical Look – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels



STAAR Readiness and Supporting Standards Analysis Sheets– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.



STAAR-Curriculum Planning Worksheet – a tool to organize the pages in this guide to be used in planning and professional development

Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
 - STAAR Blueprint
 - Assessed Curriculum Documents
 - STAAR Test Design
 - STAAR Reference Materials
2. Review the STAAR Snapshot for your course/grade level and content area
 - Note the readiness standards
 - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
 - Review the supporting standards and note any that may have played a larger role on TAKS
3. Review the STAAR Readiness Standards: A Vertical Look
 - Discuss how the readiness standards connect between grade levels
 - Explore the specific differences between the aligned readiness standards at each grade level
4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
 - Use the samples on pages 6 and 7 to explore the analysis sheets
 - Add additional information based on the discussion on the team
5. Create STAAR-Curriculum Planning Packets for each unit or grading period
 - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
 - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
 - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
 - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
 - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).
6. Plan for instruction
 - Collect the curriculum documents used for planning
 - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
 - Determine where the team needs additional learning
 - Evaluate instructional materials
 - Review the plan for appropriate levels of rigor

How to read STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

5.3A Readiness
Grade 5 Math

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

Content Builder
What do the students need to know?
Content:
• Addition
• Whole numbers
• Decimals
• Subtraction
• Whole numbers
• Decimals

Rigor Implications
Verb:
• Add
• Subtract
• Solve
Level of Bloom's Taxonomy:
• Applying

Academic Vocabulary
• Add
• Subtract
• Decimal

Distractor Factor
Teachers should look for students who may be struggling with the addition when the whole is broken up into a decimal, or when the decimals add up to more than a whole.

Level of Difficulty

Content Builder- The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Distractor Factor - Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

Academic Vocabulary- Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Level of Difficulty- Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.

**How to read
STAAR Supporting Standards analysis pages**

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

5.1B Supporting
Grade 5 Math

(B) use place value to read, write, compare, and order decimals through the thousandths place.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.

How does it support the Readiness Standard(s)?
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.

May be adjusted according to local curriculum.

Academic Vocabulary

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths


Rigor Implications

Verb

- Write
- Compare
- Order

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

Supporting the Readiness Standards - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Academic Vocabulary- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Curriculum - STAAR Planning Worksheet



Course/Grade Level _____

Readiness Standards	
---------------------	--

Content Area _____

Grading Period/Unit _____

Supporting Standards	
----------------------	--

Action Steps	Guiding Questions & Notes
Read each analysis page.	<p>What stands out?</p> <p>How many of the standards are a “Challenging” level of difficulty?</p> <p>How many of the standards are a high level of rigor (above apply on Bloom’s Taxonomy)?</p>
<i>Content Builder</i> (Readiness Standards only)	<p>What other connections could you add to this section? Write them on your analysis pages!</p> <p>This content important for students’ future learning. How will you assess retention?</p>
<i>Supporting the Readiness Standards</i> (Supporting Standards only)	<p>How can you use this information as you plan lessons?</p> <p>Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again “Which Readiness Standards does it support? How does it support the Readiness Standard(s)?”</p>

Curriculum - STAAR Planning Worksheet



Action Steps	Guiding Questions & Notes
Vocabulary	<p>What strategies will you use to ensure mastery of the vocabulary for each standard in this unit?</p> <p>What is your plan if students do not master the vocabulary?</p>
Use the <i>Distractor Factor</i>	<p>How can you address the information in the Distractor Factor section?</p> <p>From your teaching experience, is there anything you would add to this? Write it on your analysis pages!</p>
Reflection	<p>How have you taught this content in the past?</p> <p>How will you teach it differently this year?</p> <p>How will you utilize the readiness and supporting standards for formative and summative assessment?</p>

Category	Readiness Standards	Supporting Standards
1 Understanding Across Genres	<p>1.4.B ask relevant questions, seek clarification, and locate facts and details about stories and other texts*</p>	<p>1.6.B determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)</p> <p>1.6.C determine what words mean from how they are used in a sentence, either heard or read*</p> <p>1.6.E alphabetize a series of words to the first or second letter and use a dictionary to find words *</p>
2 Understanding and Analysis of Literary Texts	<p>1.7.A connect the meaning of a well known story or fable to personal experiences*</p> <p>1.9.A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events*</p> <p>1.9.C describe characters in a story and the reasons for their actions and feelings*</p> <p>Fig. 19E retell or act out important events in stories in logical order*</p>	<p>1.7.B explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.</p> <p>1.8A respond to and use rhythm, rhyme, and alliteration in poetry</p> <p>1.10A determine whether a story is true or a fantasy and explain why</p> <p>1.16A recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)</p> <p>1.16B identify techniques used in media (e.g., sound and movement)</p> <p>Fig. 19D make inferences about text and use textual evidence to support understanding*</p> <p>Fig. 19E retell or act out important events in stories in logical order*</p>
3 Understanding and Analysis of Informational Texts	<p>1.14.A restate the main ideas heard or read</p> <p>1.14.B identify important facts or details in text, heard or read*</p> <p>1.14.C retell the order of events in a text by referring to the words and/or illustrations*</p> <p>1.14.D use text features (e.g., table of contents, illustrations) to locate specific information in text*</p>	<p>1.13A identify the topic and explain the author's purpose in writing about the text*</p> <p>1.14 analyze, make inferences and draw conclusions about expository text and provide evidence from text</p> <p>1.15.A follow written multi-step directions with picture cues to assist with understanding</p> <p>1.16A recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)</p> <p>1.16B identify techniques used in media (e.g., sound and movement)</p> <p>1.15.B explain the meaning of specific signs and symbols (e.g., map features)</p> <p>Fig. 19D make inferences about text and use textual evidence to support understanding*</p>

Genres	
<ul style="list-style-type: none"> Literary Fiction Poetry Literary Nonfiction 	<ul style="list-style-type: none"> Informational Expository Procedural Media Literacy

Reading Processes—Grade One

Reading/Beginning Reading Skills/Print Awareness

- 1.1.A recognize that spoken words are represented in written English by specific sequences of letters
- 1.1.B identify upper- and lower-case letters
- 1.1.C sequence the letters of the alphabet
- 1.1.D recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
- 1.1.E read texts by moving from top to bottom of the page and tracking words from left to right with return sweep
- 1.1.F identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)

Reading/Beginning Reading Skills/Phonological Awareness

- 1.2.A orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);
- 1.2.B distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);
- 1.2.C recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b//o/w/ to /g//o/w/);
- 1.2.D blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);
- 1.2.E isolate initial, medial, and final sounds in one-syllable spoken words; and
- 1.2.F spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat=/s/p//a/t/).

* Aligned with STAAR Assessed Curriculum

NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten—Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised September 2011

Reading Processes—Grade One

Reading/Beginning Reading/Strategies

1. 4.C establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

Reading/Fluency

1. 5 read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Reading/Beginning Reading Skills/Phonics

1. 3.A decode words in context and in isolation by applying common letter-sound correspondences, including:
 - (i) single letters (consonants) including b, c=/k/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;
 - (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;
 - (iii) consonant blends (e.g., bl, st);
 - (iv) consonant digraphs including ch, tch, sh, th—as in thing, wh, ng, ck, kn, -dge, and ph;
 - (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and
 - (vi) vowel diphthongs including oy, oi, ou, and ow;
1. 3.B combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;
1. 3.C use common syllabication patterns to decode words, including:
 - (i) closed syllable (CVC) (e.g., mat, rab-bit);
 - (ii) open syllable (CV) (e.g., he, ba-by);
 - (iii) final stable syllable (e.g., ap-ple, a-ble);
 - (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);
 - (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and
 - (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);
1. 3.D decode words with common spelling patterns (e.g., -ink, -onk, -ick);
1. 3.E read base words with inflectional endings (e.g., plurals, past tenses);
1. 3.F use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);
1. 3.G identify and read contractions (e.g., isn't, can't)
1. 3.H identify and read at least 100 high-frequency words from a commonly used list
1. 3.I monitor accuracy of decoding.

Reading/Vocabulary Development

1. 6.A identify words that name actions (verbs) and words that name persons, places, or things (nouns);

Reading/Media Literacy

1. 16.A different purposes of media (e.g., informational, entertainment) (with adult assistance); and
1. 16.B identify techniques used in media (e.g., sound, movement)

Research

1. 23.B decide what sources of information might be relevant to answer these questions.
1. 24.A gather evidence from available sources (natural and personal) as well as from interviews with local experts;
1. 24.B use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and
1. 24.C record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).
1. 25 revise the topic as a result of answers to initial research questions; clarify research questions and evaluate and synthesize collected information
1. 26 create a visual display or dramatization to convey the results of the research, organize and present their ideas and information according to the purpose of the research and their audience

Listening and Speaking

1. 27.A listen attentively to speakers and ask relevant questions to clarify information; and
1. 27.B follow, restate, and give oral instructions that involve a short related sequence of actions.
1. 28 share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
1. 29 follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Comprehension Skills

1. 12 read independently for a sustained period of time
- Fig. 19A establish purposes for reading selected texts based upon desired outcome to enhance comprehension;
- Fig. 19B ask literal questions of text
- Fig. 19C monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)
- Fig. 19F make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.*

* Aligned with STAAR Assessed Curriculum

NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised September 2011

Reporting Category	Kindergarten Readiness Standards [^]	Grade 1 Readiness Standards [^]	Grade 2 Readiness Standards [^]	Grade 3 Readiness Standards
1 Understanding/Analysis Across Genres	K.4.B ask and respond to questions about texts read aloud*	1.4.B ask relevant questions, seek clarification, and locate facts and details about stories and other texts*	2.5.B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words*	3.4.A identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots 3.4.B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs
2 Understanding/Analysis of Literary Texts	K.6.A identify elements of a story including setting, character, and key events; K.8.A retell a main event from a story read aloud* K.8.B describe characters in a story and the reasons for their actions* Fig 19D make inferences based on the cover, title, illustrations, and plot* R Fig 19E retell or act out important events in stories*	1.7.A connect the meaning of a well known story or fable to personal experiences* 1.9.A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events* 1.9.C describe characters in a story and the reasons for their actions and feelings* Fig. 19E retell or act out important events in stories in logical order*	2.9.B describe main characters in works of fiction, including their traits, motivations, and feelings* 2.10 distinguish between fiction and nonfiction* Fig. 19E retell important events in stories in logical order*	3.8.A sequence and summarize the plot's main events and explain their influence on future events 3.8.B describe the interaction of characters including their relationships and the changes they undergo Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction) Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction)

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

[^] NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. The K-2 Readiness Standards on this Alignment Document DO NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised October 2011

Reporting Category	Kindergarten Readiness Standards [^]	Grade 1 Readiness Standards [^]	Grade 2 Readiness Standards [^]	Grade 3 Readiness Standards
3 Understanding/Analysis of Informational Texts	K.10.A identify the topic and details in expository text heard or read, referring to the words and/or illustrations*	1.14.A restate the main ideas heard or read	2.14.B locate the facts that are clearly stated in a text*	3.13.A identify the details or facts that support the main idea
	K.10.B retell important facts in a text, heard or read*	1.14.B identify important facts or details in text, heard or read*	2.14.C describe the order of events or ideas in a text*	3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence
	K.10.D use titles and illustrations to make predictions about text*	1.14.C retell the order of events in a text by referring to the words and/or illustrations*		3.13.C identify explicit cause and effect relationships among ideas in texts
		1.14.D use text features (e.g., table of contents, illustrations) to locate specific information in text*		3.13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text
				Fig.19.D make inferences about text and use textual evidence to support understanding
				Fig.19.E summarize information in text, maintaining meaning and logical order

Genres Assessed	Literary	Fiction Literary Nonfiction Poetry Drama Media Literacy	<ul style="list-style-type: none"> Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Ineligible) Media Literacy (Embedded)
	Informational	Expository Procedural Media Literacy	<ul style="list-style-type: none"> Expository (Readiness) Persuasive (Ineligible) Procedural (Embedded) Media Literacy (Embedded)

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

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(1.4) Students comprehend a variety of texts drawing on useful strategies as needed.

Students are expected to:

Grade 1 English Language Arts

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;



Content Builder

What do the students need to know?

Content

- Asking questions, seeking clarification, and locating facts and details are strategies readers use when monitoring comprehension. When a reader has questions about what is happening in a story or about the information being presented in a text, it is important to seek out the answers to the questions either through identifying additional facts and details in the text and/or by accessing background knowledge to answer the question(s) so comprehension can continue throughout the text.
- This standard connects with TEKS 1.Fig19.B as students are required to ask literal questions of text. In Kindergarten, students asked and responded to questions about texts read aloud. In first grade, students need to be asking questions and seeking answers to both text read aloud and read independently.
- This Readiness Standard prepares students for all third grade Readiness Standards as it relates to monitoring comprehension in a wide variety of texts.



Academic Vocabulary

- Relevant
- Clarification
- Locate
- Fact
- Detail



Rigor Implications

Verb

- Ask
- Seek
- Locate

Level of Bloom's Taxonomy

- Analyzing
- Understanding



Instructional Implications

Explicit instruction and regular practice in a variety of contexts supports the practice of questioning. Literal questions begin as general questions and move to text-specific questions as text is encountered. Questions are generated when text becomes unclear. Facts and details from the text, along with background knowledge, are used to support answers to the generated questions. This process helps readers think as they read. Students need to be clear about which of their questions are relevant to the text being read.



Distractor Factor

Not all questions are relevant to understanding a text. Not all questions can be answered using facts and details found in a text.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 English Language Arts

(1.7) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) connect the meaning of a well-known story or fable to personal experiences;



Content Builder

What do the students need to know?

Content

- The meaning of story is its theme or lesson. Readers connect their personal experiences to the message or theme in order to gain a deeper understanding of the story. A fable is a short story, usually including animals, that conveys a moral lesson.
- In kindergarten, students discussed the big ideas of well-known folktales and fables and connected them with personal experiences. This standard continues to build on the same concept. This standard connects with TEKS 1.Fig19F, where students are expected to make connections to their own experiences, ideas in other texts, and ideas in the larger community.
- This standard provides the foundation for second and third grade Supporting Standards TEKS 2.6A and 3.5A as students identify and paraphrase the themes in fables, legends, myths, and stories.



Academic Vocabulary

- Connection
- Personal Experience



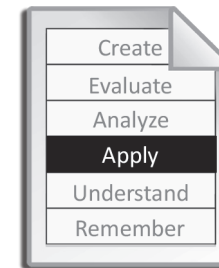
Rigor Implications

Verb

- Connect

Level of Bloom's Taxonomy

- Applying



Instructional Implications

In order to make connections to the meaning of a story or fable, students must be able to recognize how the lessons they have learned in their life are similar or different to the lessons learned in the story or fable.



Distractor Factor

Personal experiences don't have to be similar to those in the story or fable being read. Sometimes differences in experiences can be just as useful in understanding the meaning of the story.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 English Language Arts

(1.9) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe the plot (problem and solution) and retell a story’s beginning, middle, and end with attention to the sequence of events;



Content Builder

What do the students need to know?

Content

- Plot (for first grade) is the problem and solution of a fictional story. The problem usually occurs when a character wants or needs something. The “something” doesn’t have to be a material item; it can be a concept such as “wants to be popular” or “needs to be accepted”. The solution happens when the character’s want or need is resolved, either through receiving it or no longer needing or wanting it. Retelling is a recount of the details within a text. Emphasis is placed on the sequence of events. Retelling can be done orally or in written/pictorial form.
- In kindergarten, students retold a main event from a story read aloud. This is the first time students are introduced to the concept of plot (problem and solution). Also, this is the first time students are required to retell multiple events in sequential order.
- This Readiness Standard prepares students for third grade Readiness Standard TEKS 3.8A, where students sequence and summarize a plot’s main events and explain their influence of future events.



Academic Vocabulary

- Plot
- Problem
- Solution
- Beginning
- Middle
- End
- Retell
- Order
- Event



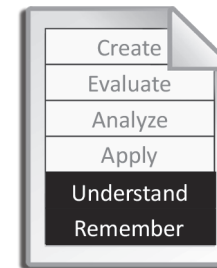
Rigor Implications

Verb

- Describe
- Retell

Level of Bloom’s Taxonomy

- Understanding
- Remembering



Instructional Implications

Understanding literary elements (problem/solution/events) in stories enhances a reader’s ability to make meaning of fictional texts. Good readers visualize the events as they are happening in order to make retelling easier.



Distractor Factor

This is students’ first introduction to plot. Focus should be only on the problem and solution along with retelling the events in order.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 English Language Arts

(1.9) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(B) describe characters in a story and the reasons for their actions and feelings.



Content Builder

What do the students need to know?

Content

- Characterization is the process by which an author reveals the personality of a character (person, animal, or inanimate object) by divulging what the character says, does, thinks, and feels. Stories have at least one main character and usually have several supporting characters. Throughout a story, characters make decisions and have feelings about their decisions. Character feelings can vary throughout a story as they have different experiences.
- In kindergarten, students described characters in a story and the reasons for their actions. This is the first time students are required to discuss characters' feelings even though their feelings may be the reason for certain actions.
- This standard provides the foundation for second grade Readiness Standard TEKS 2.9B as students describe the main characters, including their traits, motivations, and feelings. This standard also provides the foundation for third and fourth grade Readiness Standards TEKS 3.8B and 4.6B as students are required to describe the interaction of characters including their relationships and the changes they undergo.



Academic Vocabulary

- Character
- Action
- Feeling
- Reason



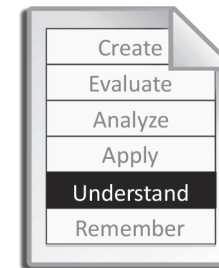
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Exposure to a variety of characters with different actions and feelings is necessary to develop a deep understanding of how authors reveal characters. To enhance connections, students need to be exposed to strong characters, characters like themselves, and characters from diverse backgrounds. Understanding literary elements (characters, events) in stories enhances a reader's ability to make meaning of text.



Distractor Factor

Using background knowledge of situations and feelings helps a reader understand what characters might be going through, but don't over rely on background knowledge. Be sure to use text evidence (including pictures) to support ideas and conclusions about the reasons for characters' actions and feelings.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 English Language Arts

(Fig. 19) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(E) retell or act out important events in stories in logical order .



Content Builder

What do the students need to know?

Content

- Retelling involves understanding and remembering important events/details in a text. An effective retelling includes restating important events/details from the beginning, middle, and end of a text.
- In kindergarten, students retold and acted out events, but order was not emphasized. This is the first time that students will be required to retell in order.
- This standard provides the foundation for third grade Readiness Standard TEKS 3.Fig19E in fiction and expository text and the third grade Supporting Standard TEKS 3.Fig19E in literary nonfiction and poetry, which relate to summarizing information in text.



Academic Vocabulary

- Retell
- Event
- Logical Order



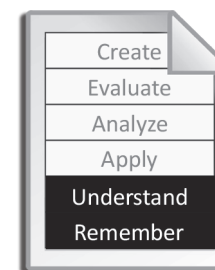
Rigor Implications

Verb

- Retell
- Act out

Level of Bloom’s Taxonomy

- Understanding
- Remembering



Instructional Implications

Retelling is an introduction to summarizing. Students must understand that a retelling needs to be sequential and must include the important events/details from the text. Graphic organizers may be used to record events/details to support the retelling. Students also need the option of acting out the events/details.



Distractor Factor

The distinction between retelling and summarizing is essential. Retelling is the recount of events/details and summary is the identification of the most critical information to create concise statements and understandings. In first grade, students are only required to retell or act out events/details from stories.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 English Language Arts

(1.14) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) restate the main ideas heard or read;



Content Builder

What do the students need to know?

Content

- Main idea is the overall message or big idea that is being conveyed by the author.
- In kindergarten, students identified the topic and details in expository text using the words and illustrations. In first grade, students use the topic and details to help determine the main idea of the text. This is the first time students are exposed to the concept of main idea.
- This standard provides the foundation for second grade Supporting Standard TEKS 2.14A as student distinguish main idea from the topic. This standard also provides the foundation for third grade Readiness Standard TEKS 3.13A as students identify the facts and details that support the main idea(s) in expository text.



Academic Vocabulary

- Main Idea



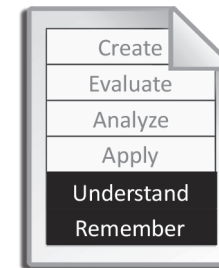
Rigor Implications

Verb

- Restate

Level of Bloom's Taxonomy

- Understanding
- Remembering



Instructional Implications

Restating the main idea will require that students have already been exposed to the main idea(s) presented in text. This can occur when the author directly states the main idea in the text or the teacher models identifying the main idea(s) presented within a text.



Distractor Factor

Students must understand that the main idea of text is different than just identifying the topic of an expository text.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 English Language Arts

(1.14) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(B) identify important facts or details in text, heard or read;



Content Builder

What do the students need to know?

Content

- Facts and details are bits of information presented as true. Facts tell how, when, what, where, why, how much, and/or how many.
- This standard works together with Readiness Standard TEKS 1.14D as students locate information using text features such as titles, tables of contents, and illustrations.
- This standard provides the foundation for second grade Readiness Standard TEKS 2.14B as students locate facts that are clearly stated in a text. This standard also provides a foundation for third grade Readiness Standard TEKS 3.13B as students draw conclusions from the facts presented in a text.



Academic Vocabulary

- Facts
- Detail
- Important



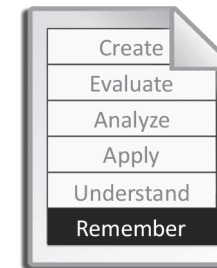
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

The ability to identify the important facts in a text will require students to think about which facts are critical to the topic of the text and which ones are less critical. Students need to think about which of the facts help them understand the most about a topic. Students need to ask themselves, "How does this fact help me understand more about the topic?"



Distractor Factor

This intent of this standard is to identify facts presented in a text, not opinions.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 English Language Arts

(1.14) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(C) retell the order of events in a text by referring to the words and/or illustrations;



Content Builder

What do the students need to know?

Content

- Organizational structure helps the author communicate and helps the reader understand information in an organized and meaningful format. Order refers to sequential organization of information.
- In kindergarten, students discussed ways that authors group information. This standard requires students to retell the events of an expository text in order. Students may refer to the word and/or illustration if necessary in order to retell.
- This standard provides the foundation for second grade Readiness Standards TEKS 2.14C as students not only describe events in order, but also describe the order of ideas presented in expository text as well. This standard also provides the foundation for third grade Readiness Standard 3.13C as students examine the organizational structure of cause and effect.



Academic Vocabulary

- Retell
- Event
- Order



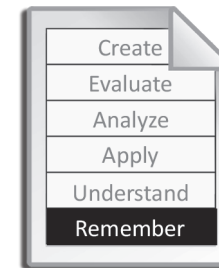
Rigor Implications

Verb

- Retell
- Refer

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Organizational structures provide a predictable organization of information which enhances the ability to understand the information presented. The following words may be used in sequential order structure: next, first, second, third, after, then, last. Students will need to explore expository texts that include a sequential organizational structure (e.g., life cycle of a butterfly).



Distractor Factor

Focus is on the order of the events being presented, not just recalling random facts from the text.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 English Language Arts

(1.14) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(D) use text features (e.g., tables of contents, illustrations) to locate specific information in text.



Content Builder

What do the students need to know?

Content

- Authors use text features to organize and present information. Text features help the reader understand what is being read by supporting navigation of the text, distinguishing different parts of the text, supporting printed information in the text, and/or providing additional information. Readers use text features to locate specific information as needed. Text features can include titles, tables of contents, and illustrations.
- This standard works together with Readiness Standard TEKS 1.14B as students identify important facts and details in text. Students can use the text features to help them identify the important facts and details in text.
- This standard provides the foundation for third grade Readiness Standard TEKS 3.13D as students use text features to locate information and make predictions about the contents of text.



Academic Vocabulary

- Text feature
- Table of contents
- Illustration



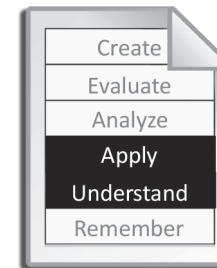
Rigor Implications

Verb

- Use
- Locate

Level of Bloom's Taxonomy

- Applying
- Understanding



Instructional Implications

Understanding the purpose of each text feature, knowing how to navigate the text using the text features, and realizing the relationship between the text features and printed text are necessary for locating information.



Distractor Factor

Text features must be used in conjunction with the printed text to experience the full benefit of using text features for comprehension.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 English Language Arts

(1.6) Students understand new vocabulary and use it when reading and writing.
Students are expected to:

(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the second and third grade Readiness Standard TEKS 2.5B and 3.4B which relate to the use of context to determine the meaning of unfamiliar words.
- This standard supports vocabulary development by exposing students to a variety of words, including compound words, and their relationships in order to facilitate reading comprehension and increase reading fluency.

How does it support the Readiness Standard(s)?

This standard supports second and third grade Readiness Standards TEKS 2.5B and 3.4B by increasing background knowledge through the study of compound words. Understanding that the meaning of compound words can be determined through the meaning of the individual words can increase students' vocabulary.

May be adjusted according to local curriculum.



Rigor Implications

Verb

- Determine
- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

In order to thoroughly understand compound words, an in depth study of compound words is essential. This includes the identification, manipulation, classification, and sorting of words. The ability to associate individual words with compound words allows readers to use context to gain meaning from text and increase vocabulary. An extensive vocabulary is critical for comprehension and oral and written communication.



Academic Vocabulary

- Compound word

Grade 1

English Language Arts

(1.6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(C) determine what words mean from how they are used in a sentence, either heard or read;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports second grade and third grade Readiness Standards TEKS 2.5B and 3.4B which relate to using context to determine the meaning of unfamiliar and multiple-meaning words.
- This standard provides a foundation for vocabulary development in Grades 2-12 as students continue to use textual context to determine the meaning of words.

How does it support the Readiness Standard(s)?

This standard supports second and third grade Readiness Standards TEKS 2.5B and 3.4B by introducing the concept of determining the meaning of the word from how it is used in a sentence.

May be adjusted according to local curriculum.



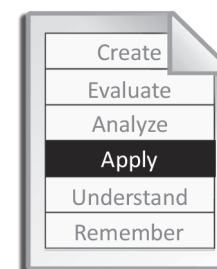
Rigor Implications

Verb

- Determine

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Evaluating the relationships between words within a sentence to determine meaning is an important strategy in comprehension and is one of the most effective ways to increase vocabulary. An extensive vocabulary supports oral and written communication. Students need to be provided opportunities to explore context in both spoken language and written text.



Academic Vocabulary

- Sentence

Grade 1 English Language Arts

(1.6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports fourth grade Readiness Standard TEKS 4.2E which relates to using a dictionary or glossary to determine the meaning, syllabication, and pronunciation of unknown words.

How does it support the Readiness Standard(s)?

This standard supports fourth grade Readiness Standard TEKS 4.2E by requiring students to learn how to alphabetize. Students need to learn this skill in order to be more efficient in using a dictionary. Students use the dictionary to find words and expand their vocabulary.

May be adjusted according to local curriculum.



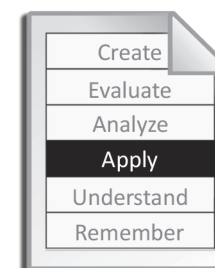
Rigor Implications

Verb

- Alphabetize
- Use

Level of Bloom's Taxonomy

- Remembering
- Applying



Instructional Implications

Knowing how to alphabetize will help students to use a dictionary more efficiently. Being able to use a dictionary allows readers to determine the meaning of unknown words and expand vocabulary. An extensive vocabulary is critical for comprehension and oral and written communication.



Academic Vocabulary

- Alphabetize
- Dictionary

Grade 1 English Language Arts

(1.7) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(B) explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports first and second grade Readiness Standards TEKS 1.Fig19E and 2.Fig19E which relate to retelling events in stories in logical order.
- This standard supports third grade Readiness Standard TEKS 3.Fig19E which relates to summarizing text while maintaining meaning and logical order.

How does it support the Readiness Standard(s)?

This standard supports first and second grade Readiness Standards TEKS 1.Fig19E and 2.Fig19E as students recognize and explain the function of phrases that are repeated in traditional stories. These recurring phrases can be used to help students retell a folktale or fairytale in order.

May be adjusted according to local curriculum.



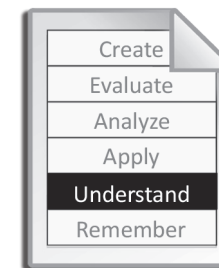
Rigor Implications

Verb

- Explain

Level of Bloom’s Taxonomy

- Understanding



Instructional Implications

Recurring phrases in traditional stories, such as folktales and fairy tales, help students recognize the type of text they are reading. Understanding of structure and features of different types of texts (genres) helps students with comprehension, including retelling. Understanding the patterns and structure of traditional stories, including recurring phrases, provides a foundation for retelling the stories in logical order.



Academic Vocabulary

- Phrase
- Folk tale
- Fairy tale
- Recurring
- Repeating

(1.8) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.

(A) respond to and use rhythm, rhyme, and alliteration in poetry



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard serves as a foundation for the study of poetry and the study of how language is used to create imagery and meaning in all literary genres. The study of poetry is important to comprehension of all texts because it stimulates skills that promote critical thinking.
- This standard supports poetry analysis in second grade as students describe how rhyme, rhythm, and repetition interact to create images. This standard continues to support the study of poetry through grade 12.

How does it support the Readiness Standard(s)?

This standard supports poetry analysis in second grade by identifying some common characteristics of poetry including rhyme, rhythm, and alliteration. Students respond to and use these characteristics in poetry.

May be adjusted according to local curriculum.



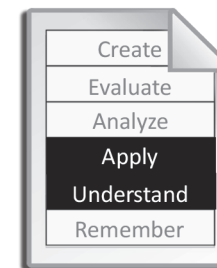
Rigor Implications

Verb

- Respond
- Use

Level of Bloom's Taxonomy

- Understanding
- Applying



Instructional Implications

Exposure to a variety of poems with rhyme, rhythm, and alliteration is essential to the study of poetry. Students need to understand that rhyme, rhythm, and alliteration create mood and imagery. Responses to poems could include clapping, hand movements, voice inflections, etc.



Academic Vocabulary

- Rhythm
- Rhyme
- Alliteration

(1.10) Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.

(A) determine whether a story is true or a fantasy and explain why



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the Readiness Standard TEKS 2.10A which relates to distinguishing between fiction and nonfiction.
- This standard provides the foundation for the study of literary nonfiction through Grade 12.
- This standard provides the foundation for third grade Supporting Standard TEKS 3.9 (Knowledge and Skills statement) as students understand the structure and features of literary nonfiction texts

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 2.10A by introducing the terms “true” and “fantasy” which provides the foundation for students to use the terms “fiction” and “nonfiction”.

May be adjusted according to local curriculum.



Academic Vocabulary

- True
- Fantasy



Rigor Implications

Verb

- Determine
- Explain

Level of Bloom’s Taxonomy

- Applying
- Understanding



Instructional Implications

Literary nonfiction is a text/story (narrative in nature) about a subject that is presented as fact. Exploration of a variety of fictional texts and literary nonfiction texts, specifically autobiographies and biographies provides students an opportunity to understand the difference between something that is true versus something that is fantasy. Giving explanations as to why something is true or fantasy is the foundation for providing textual evidence to support understanding.

(1.13) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.

(A) identify the topic and explain the author's purpose in writing about the text



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the first grade Readiness Standard TEKS 1.14A as students restate the main idea in a text read or heard. Many times the author's purpose is stated within the main idea of an informational text.
- This standard supports the concepts in the third grade Readiness Standards TEKS 3.13A, 3.13B, 3.13C, 3.13D, 3.Fig19D and the Supporting Knowledge and Skills Statement TEKS 3.12 by exposing students to a variety of informational texts and requiring them to identify the topic and explain the authors' purposes in writing informational texts.
- This standard provides the foundation for Supporting Standard TEKS 2.14A as students identify the main idea and distinguish it from the topic.

How does it support the Readiness Standard(s)?

This standard supports the reading and analysis of informational texts (expository and procedural) by requiring students to read and comprehend a variety of texts from different cultural, historical, and contemporary backgrounds and viewpoints. Students determine the topic or subject and the intended goal (purpose) of the text as they encounter the Readiness Standard TEKS 1.14A.

May be adjusted according to local curriculum.



Academic Vocabulary

- Topic
- Author's purpose



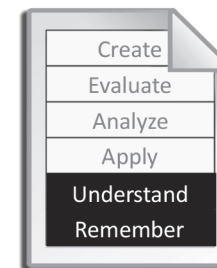
Rigor Implications

Verb

- Identify
- Explain

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

This standard is addressed any time informational text is encountered. Students identify the topic and determine the author's purpose (tell about, explain, tell how) and set purposes for their own reading in expository and procedural texts that represent a variety of cultural, historical, and contemporary backgrounds and viewpoints.

(1.14) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This Knowledge and Skills standard supports Readiness Standards TEKS 1.14A, 1.14B, 1.14C, and 1.14D which relate to comprehending expository texts, including restating the main idea, identifying important facts and details, retelling the order of events, and using text features to locate specific information.
- This Knowledge and Skills standard connects with Supporting Standard TEKS 1.Fig19D which relates to making inferences about texts and providing textual evidence to support understanding.
- This Knowledge and Skills standard continues to support all expository Readiness and Supporting standards in grades K-12.

How does it support the Readiness Standard(s)?

This Knowledge and Skills standard supports Readiness Standards TEKS 1.14A, 1.14B, 1.14C, and 1.14D by requiring students to analyze, make inferences, and draw conclusions about expository texts. These comprehension processes support students in being able to meet the student expectations required for first grade expository text.

May be adjusted according to local curriculum.



Academic Vocabulary

- Inference
- Expository text



Rigor Implications

Verb

- Analyze
- Make inferences
- Draw conclusions

Level of Bloom's Taxonomy

- Analyzing
- Evaluating



Instructional Implications

This Knowledge and Skills standard is addressed anytime expository text is encountered. Students use comprehension strategies to analyze, make inferences, and draw conclusions about expository texts. Inference, which includes drawing conclusions, is an important strategy that students need to learn in their early school years as the foundation for the comprehension process.

Grade 1 English Language Arts

(1.15) Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) follow written multi-step directions with picture cues to assist with understanding;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the third grade Readiness/Supporting Standards TEKS 3.Fig19D and 3.Fig19E which relate to making inferences and summarizing information in text.

How does it support the Readiness Standard(s)?

This standard supports third grade Readiness/Supporting Standards TEKS 3.Fig19D and 3.Fig19E as students read, comprehend, and follow directions in procedural texts. This standard requires students to infer and summarize while following directions.

May be adjusted according to local curriculum.



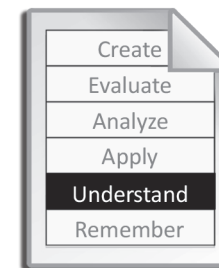
Rigor Implications

Verb

- Follow

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Reading, understanding, and following directions is an important life skill as procedural texts are encountered on a regular basis, including manuals, recipes, directions, signs, etc. Students need to be exposed to both oral and written directions, including picture cues as needed.



Academic Vocabulary

- Directions
- Procedural text

Grade 1 English Language Arts

(1.16) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance);



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard provides support to the concept that all texts and media have a purpose. Some texts and media are meant to inform and others are meant to entertain. This standard connects with Supporting Standard TEKS 1.13A, which relates to identifying the topic and explaining the author's purpose in writing a text. This can be broadened to include media.
- This standard supports the second and third grade Knowledge and Skills Statement TEKS 2.16 and 3.16, which relate to students analyzing techniques in media and how they impact meaning.

How does it support the Readiness Standard(s)?

Students recognize that both texts and media have a purpose. Students determine if the purpose is to inform or entertain. Knowing the purpose of text and media will support students in the overall comprehension of texts and media.

May be adjusted according to local curriculum.



Academic Vocabulary

- Purpose
- Media
- Informational
- Entertainment



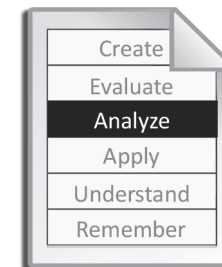
Rigor Implications

Verb

- Recognize

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Media always has a purpose usually geared to a particular audience. Some media is intended to be informational while others are meant to entertain. Knowing the purpose helps the audience to respond to media appropriately. In first grade, students may require adult assistance to help them determine the purpose of media.

Grade 1 English Language Arts

(1.15) Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(B) explain the meaning of specific signs and symbols (e.g., map features).



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard partially supports the first grade Readiness Standard TEKS 1.14D and the third grade Readiness Standard TEKS 3.13D as students use text features in expository text. Signs and symbols are used as the basic form of text features and graphics..

How does it support the Readiness Standard(s)?

This standard partially supports the first grade Readiness Standard TEKS 1.14D and the third grade Readiness Standard TEKS 3.13D as students begin to understand the meaning of certain signs and symbols. These are the building blocks to using text features and graphics both in expository and procedural text.

May be adjusted according to local curriculum.



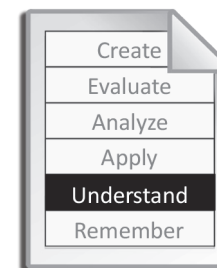
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Understanding the meaning of signs and symbols and knowing how to apply the meaning from the sign or symbol provides a relevant and authentic purpose for reading procedural texts.



Academic Vocabulary

- Sign
- Symbol
- Map feature

Grade 1 English Language Arts

(Fig. 19) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(D) make inferences about text and use textual evidence to support understanding;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports inference in Readiness Standards for fictional and expository texts and serves as a Supporting Standard for literary nonfiction and poetry. It supports Readiness Standard TEKS 1.10 as it relates to the structural patterns and features in literary nonfiction, including explaining whether a text is true or fantasy. This standard also provides support to Supporting Standard TEKS 1.8A as it relates to responding to rhyme, rhythm, and alliteration in poetry.
- This standard supports inference in Readiness Standards for fictional and expository texts and serves as a Supporting Standard in literary nonfiction and poetry. This standard is addressed in first, second, and third grade.
- This standard continues to function as a Readiness Standard in fiction and expository text and a Supporting Standard in literary nonfiction, poetry, and drama in fourth grade and as a Readiness Standard in fiction and expository texts and Supporting Standard in literary nonfiction, poetry, drama, and persuasive texts in fifth grade.

How does it support the Readiness Standard(s)?

This standard supports all Readiness and Supporting Standards in fiction, nonliterary fiction, poetry, and informational texts where students are required to infer in order to interpret texts.

May be adjusted according to local curriculum.



Academic Vocabulary

- Inference
- Textual evidence



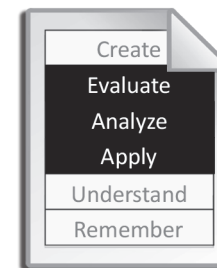
Rigor Implications

Verb

- Make inferences
- Use
- Support

Level of Bloom’s Taxonomy

- Applying
- Analyzing
- Evaluating



Instructional Implications

Inference is an important strategy that students need to learn in their early school years as the foundation for the comprehension process. In order to infer, readers must use their background knowledge and experiences to connect with the textual clues given by the author. This connection creates a unique idea not explicitly stated in the text. Inferences include making predictions, drawing conclusions, and making generalizations. Readers continually try to confirm and/or change their inferences as they read. Inferring happens throughout reading, not just at the beginning.

Grade 1 English Language Arts

(1.16) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(B) identify techniques used in media (e.g., sound, movement).



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard provides the foundation for second and third grade Supporting Knowledge and Skills statements TEKS 2.16 and 3.16, which relate to students analyzing techniques in media and how they impact meaning.
- This standard connects with first grade Supporting Standard TEKS 1.16A in which student are recognizing different purposes in media. Techniques can be used (or not used) based on the purpose of media.

How does it support the Readiness Standard(s)?

Identifying techniques used in media provides the foundation for students to be able to analyze how those techniques impact the messages in different forms of media.

May be adjusted according to local curriculum.



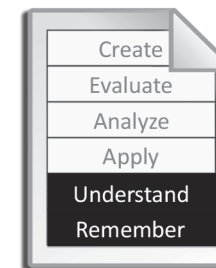
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

As students are exposed to different media forms, it is important to understand that media uses techniques such as sound and movement to communicate a message. Being able to identify these techniques will help students become more critical thinkers when exposed to media.



Academic Vocabulary

- Technique
- Media
- Sound
- Movement