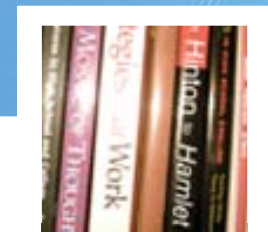
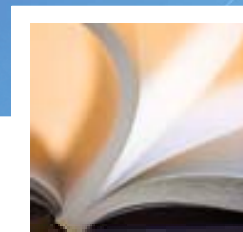




English Language Arts Grade 2

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

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

Connections
In previous grades students added and subtracted decimals to the hundredths place using concrete objects and pictorial models. This supports the learning in grade 5 as students are using addition and subtraction to solve problems involving decimals.
To what degree will this learning impact learning two years down the road?
This learning will impact future learning as students will continue to be asked to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.

Academic Vocabulary

- Add
- Subtract
- Decimal

Rigor Implications
Verb

- Add
- Subtract
- Solve

Level of Bloom's Taxonomy

- Applying

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to solve a variety of problems using addition and subtraction involving both whole numbers and decimals.

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

<http://www.lead4ward.com> © 2011 lead4ward

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

5.1B Supporting
Grade 5 Math

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

(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

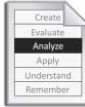
Rigor Implications

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.

http://www.lead4ward.com 13 © 2011 lead4ward

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>



TEKS Snapshot - Grade Two Reading Ready for STAAR

Category	Readiness Standards	Supporting Standards
1 Understanding Across Genres	<p>2.5.B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words*</p>	<p>2.3.A use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</p> <p>2.3.B ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text*</p> <p>2.5.A use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)*</p> <p>2.5.C identify and use common words that are opposites (antonyms) and similar (synonyms)*</p>
2 Understanding and Analysis of Literary Texts	<p>2.9.B describe main characters in works of fiction, including their traits, motivations, and feelings*</p> <p>2.10 distinguish between fiction and nonfiction*</p> <p>Fig. 19E retell important events in stories in logical order*</p>	<p>2.6.A identify moral lessons as themes in well-known fables, legends, myths, or stories*</p> <p>2.6.B compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.</p> <p>2.7.A describe how rhyme, rhythm, and repetition interact to create images in poetry*</p> <p>2.8.A identify the elements of dialogue and use them in informal plays.</p> <p>2.9.A describe similarities and differences in the plots and settings of several works by the same author*</p> <p>2.11.A recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).</p> <p>2.13.A identify the topic and explain the author's purpose in writing the text*</p> <p>2.16 analyze how words, images, graphics, and sounds work together in various forms to impact meaning</p> <p>Fig. 19D make inferences about text using textual evidence to support understanding</p>
3 Understanding and Analysis of Informational Texts	<p>2.14.B locate the facts that are clearly stated in a text*</p> <p>2.14.C describe the order of events or ideas in a text*</p>	<p>2.14.A identify the main idea in a text and distinguish it from the topic*</p> <p>2.14.D use text features (e.g., table of contents, index, headings) to locate specific information in text*</p> <p>2.15.A follow written multi-step directions;</p> <p>2.15.B use common graphic features to assist in the interpretation of text (e.g., captions, illustrations)*</p> <p>2.16 analyze how words, images, graphics, and sounds work together in various forms to impact meaning</p> <p>2.16.A recognize different purposes of media (e.g., informational, entertainment)</p> <p>Fig. 19D make inferences about text using textual evidence to support understanding*</p>

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

Reading Processes– Grade Two

<p>Reading/Beginning Reading Skills/Print Awareness</p> <p>2.1 distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).</p>
<p>Reading/Beginning Reading/Strategies</p> <p>2.3.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).</p>

* Aligned with STAAR Assessed Curriculum

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Reading Processes – Grade Two

Reading/Fluency

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

Reading/Beginning Reading Skills/Phonics

- 2.2.A decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:
- (i) single letters (consonants and vowels);
 - (ii) consonant blends (e.g., thr, spl);
 - (iii) consonant digraphs (e.g., ng, ck, ph); and
 - (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);
- 2.2.B use common syllabication patterns to decode words including:
- (i) closed syllable (CVC) (e.g., pic-nic, mon-ster);
 - (ii) open syllable (CV) (e.g., ti-ger);
 - (iii) final stable syllable (e.g., sta-tion, tum-ble);
 - (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);
 - (v) r-controlled vowels (e.g., per-fect, cor-ner); and
 - (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);
- 2.2.C decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);
- 2.2.D read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);
- 2.2.E identify and read abbreviations (e.g., Mr., Ave.);
- 2.2.F identify and read contractions (e.g., haven't, it's);
- 2.2.G identify and read at least 300 high-frequency words from a commonly used list, and
- 2.2.H monitor accuracy of decoding.

Reading/Vocabulary Development

- 2.5.D alphabetize a series of words and use a dictionary or a glossary to find words. *

Reading/Media Literacy

- 2.16.A recognize different purposes of media (e.g., informational, entertainment);
- 2.16.B describe techniques used to create media messages (e.g., sound, graphics); and
- 2.16.C identify various written conventions for using digital media (e.g., e-mail, website, video game).

Research

- 2.24.A generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
- 2.24.B decide what sources of information might be relevant to answer these questions.
- 2.25.A gather evidence from available sources (natural and personal) as well as from interviews with local experts;
- 2.25.B use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and
- 2.25.C record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).
- 2.26 revise the topic as a result of answers to initial research questions.
- 2.27 create a visual display or dramatization to convey the results of the research.

Listening and Speaking

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

Comprehension Skills

- 2.12 read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning
- Fig.19A establish purposes for reading selected texts based upon content 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, generating questions);
- Fig.19 F make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

* Aligned with STAAR Assessed Curriculum

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TEKS Snapshot - Grade Two Writing Ready for STAAR

Category	Readiness Standards	Supporting Standards
1 Composition	<p>2.17.B develop drafts by sequencing ideas through writing sentences*</p> <p>2.18.A write brief stories that include a beginning, middle, and end</p> <p>2.19.A write brief compositions about topics of interest to the student*</p>	<p>2.18.B write short poems that convey sensory details</p> <p>2.19.B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)</p> <p>2.19.C write brief comments on literary or informational texts</p> <p>2.20 write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community</p>
2 Revision	<p>2.17.C revise drafts by adding or deleting words, phrases, or sentences*</p>	
3 Editing	<p>2.17.D edit drafts for grammar, punctuation, and spelling using a teacher-created rubric*</p> <p>2.21.C distinguish among declarative and interrogative sentences.</p> <p>2.22.A write legibly leaving appropriate margins for readability; use capitalization*</p> <p>2.22.B (i) proper nouns* (ii) months and days of the week* (iii) the salutation and closing of a letter*</p> <p>2.22.C recognize and use punctuation marks* (i) ending punctuation in sentences*</p> <p>2.23.C spell high-frequency words from a commonly used list</p>	<p>2.21.A understand and use the following parts of speech in the context of reading, writing, and speaking* (i) verbs (past, present, and future)* (ii) nouns (singular/plural, common/proper)* (iii) adjectives (e.g., descriptive: old, wonderful, articles: a, an, the)* (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)* (v) prepositions and prepositional phrases* (vi) pronouns (e.g., he, him)* (vii) time-order transition words*</p> <p>2.21.B use complete sentences with correct subject-verb agreement*</p> <p>2.22.C recognize and use punctuation marks*</p> <p>2.22.A use phonological knowledge to match sounds to letters to construct unknown words</p> <p>2.23.B spell words with common orthographic patterns and rules* (i) complex consonants (e.g., hard and soft c and g, ck)* (ii) r-controlled vowels; (iii) long vowels (e.g., VCe-hope)* (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)*</p> <p>2.23.D spell base words with inflectional endings (e.g., -ing and -ed)*</p> <p>2.23.E spell simple contractions (e.g., isn't, aren't, can't)</p> <p>2.23.F use resources to find correct spellings</p>

Genres	
<ul style="list-style-type: none"> Fiction Poetry 	<ul style="list-style-type: none"> Expository Procedural Persuasive

Writing/Writing Processes	
<p>2.17.A plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p> <p>2.17.E publish and share writing with others.</p>	

* Aligned with STAAR Assessed Curriculum

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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* 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



Reading/ELA STAAR Readiness Standards - A Vertical Look (Primary)

REVISED 10.30.11

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

[^] 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	Grade 3 Readiness Standards	Grade 4 Readiness Standards	Grade 5 Readiness Standards	Grade 6 Readiness Standards
1 Understanding/Analysis Across Genres	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	4.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	5.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	6.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes
	3.4.B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs	4.2.B use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words 4.2.E use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words Fig.19.F make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence	5.2.B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words 5.2.E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words Fig.19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence	6.2.B use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words 6.2.E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words Fig.19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
2 Understanding/Analysis of Literary Texts	3.8.A sequence and summarize the plot's main events and explain their influence on future events	4.6.A sequence and summarize the plot's main events and explain their influence on future events	5.6.A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	6.6.A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction
	3.8.B describe the interaction of characters including their relationships and the changes they undergo	4.6.B describe the interaction of characters including their relationships and the changes they undergo	5.6.B explain the roles and functions of characters in various plots, including their relationships and conflicts	6.8.A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains
	Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction)	Fig.19D make inferences about text and use textual evidence to support understanding (Fiction)	5.8.A evaluate the impact of sensory details, imagery, and figurative language in literary text	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)	Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction)	Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction) Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)

Reporting Category	Grade 3 Readiness Standards	Grade 4 Readiness Standards	Grade 5 Readiness Standards	Grade 6 Readiness Standards
3 Understanding/Analysis of Informational Texts	3.13.A identify the details or facts that support the main idea	4.11.A summarize the main idea and supporting details in text in ways that maintain meaning	5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order	6.10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions
	3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence	4.11.C describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison	5.11.C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas	6.10.C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint
	3.13.C identify explicit cause and effect relationships among ideas in texts	4.11.D use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information	5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information	6.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres
	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	5.11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)
	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	Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)	Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)
	Fig.19.E summarize information in text, maintaining meaning and logical order		Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)	

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

Grade 2

English Language Arts

(2.5) Students understand new vocabulary and use it when reading and writing.

Students are expected to:

(B) use context to determine the relevant meaning of unfamiliar words or multiple--meaning words



Content Builder

What do the students need to know?

Content

- Words' meanings do not stand alone and are not one-dimensional, but are drawn from experience with words and text. Meanings are defined by the relationships between surrounding words and phrases. Multiple-meaning words are defined through the context in which they appear. In order to correctly understand the meaning of a word, one must be able to determine a word's meaning in a variety of contexts and must be able to outline the possible meanings when the word stands alone.
- In first grade, students determined what words mean from how they are used in a sentence. This standard increases in complexity by focusing on the ability to use context to determine the meaning of unfamiliar and multiple-meaning words.
- This standard provides the foundation for using context to determine the meaning of unfamiliar words, multiple-meaning words, and homographs in third grade Readiness Standard TEKS 3.4B. This standard also provides the foundation for the fourth grade Readiness Standard TEKS 4.2B, where students become more strategic as they look for specific types of context clues.



Academic Vocabulary

- Context
- Multiple-meaning
- Relevant



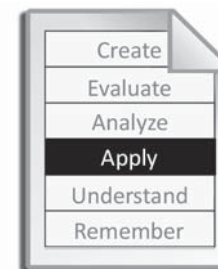
Rigor Implications

Verb

- Use
- Determine

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Evaluating relationships between words and phrases to determine meaning is an important strategy in the comprehension of text and is one of the most effective ways to increase vocabulary. An extensive vocabulary supports oral and written communication.



Distractor Factor

Clues in context rarely provide a clear and concise definition. Students must use their prior knowledge along with the clues to infer the meaning of unknown or multiple-meaning words.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 2 English Language Arts

(2.9) 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 main characters in works of fiction, including their traits, motivations, 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. A main character is recognized because his/her traits are fully developed and motives are clearly known. Character traits can be categorized by physical, emotional, and personal traits. Motivations include why a character acts in a certain way. Character feelings can vary throughout a story as they have different experiences.
- In first grade, students described characters in a story and their reasons for their actions and feelings. In second grade, the exploration of characterization increases in complexity. This is the first time students are required to focus on the main character, including describing their traits.
- This standard 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
- Trait
- Motivation
- Feeling



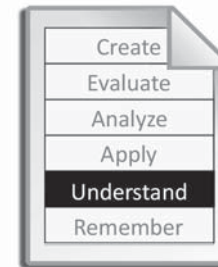
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Exposure to a variety of main characters with different traits, motivations, 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, plot, setting) in stories enhances a reader's ability to make meaning of text.



Distractor Factor

Emotional and personal traits are more important in understanding a character than physical traits.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 2 English Language Arts

(2.10) 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 distinguish between fiction and nonfiction.



Content Builder

What do the students need to know?

Content

- Fiction refers to texts that are written in the narrative form and contain imaginative elements. Nonfiction refers to texts/stories that are narrative in nature about a subject that is presented as fact or true. (e.g., biography, autobiography).
- In first grade, students determined whether a story was true or fantasy. This will be the first time that students will be introduced to the terms “fiction” and “nonfiction”.
- 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. This standard also provides the foundation for the fourth grade Supporting Standard TEKS 4.7A as students compare events and characters’ experiences in a fictional work with the actual events and experiences in an author’s biography or autobiography.



Academic Vocabulary

- Fiction
- Non-fiction



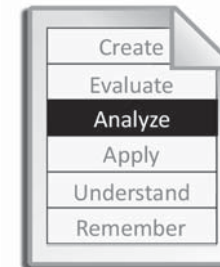
Rigor Implications

Verb

- Distinguish

Level of Bloom’s Taxonomy

- Analyzing



Instructional Implications

Distinguish means to recognize something as different. Students will need to analyze both fiction and nonfiction (e.g. biography, autobiography) for their unique features, but also for features that are similar.



Distractor Factor

According to the state standards, nonfiction is used to describe a literary text that is true (i.e. biography, autobiography). Expository is the term used to describe texts that are factual, but not written in a narrative form. The terms nonfiction and expository should not be used interchangeably. Also, many students think of “not” when they hear “non”, so many students will say that “nonfiction” means “not true”.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 2 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 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.
- In first grade, students were required to retell or act out important events in logical order. In kindergarten, students retold and acted out events as well, but order was not emphasized. The option of acting out events is excluded from the second grade standard.
- 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



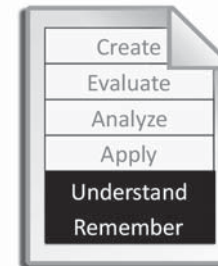
Rigor Implications

Verb

- Retell

Level of Bloom’s Taxonomy

- Remembering
- Understanding



Instructional Implications

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



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 second grade, students are only required to retell.



Level of Difficulty (based on local data)

- Moderate
- Challenging

Grade 2 English Language Arts

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

(B) locate the facts that are clearly stated in a text;



Content Builder

What do the students need to know?

Content

- Facts 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 Supporting Standard TEKS 2.14D as students locate information using text features such as tables of contents, indexes, and headings.
- This standard provides a foundation for third grade Readiness Standard TEKS 3.13B as students draw conclusions from the facts presented in a text. This standard also provides the foundation for fourth grade Supporting Standard TEKS 4.11B as students learn to distinguish fact from opinion.



Academic Vocabulary

- Fact
- Locate



Rigor Implications

Verb

- Locate

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

The ability to locate facts in a text is important to being able to provide text evidence when discussing ideas about texts. Students can use text features to help them locate the facts that are clearly stated in the text.



Distractor Factor

The intent of this standard is to locate facts presented in text, not opinions.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 2 English Language Arts

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

(C) describe the order of events or ideas in a text;



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 the sequential and/or logical organization of information.
- In first grade, students retold the order of events using words and illustrations to help them with retelling. This standard increases in complexity as not only are students required to describe the order of events, but also the ideas presented in a text. This allows students to explore texts that may or may not be sequentially organized.
- This standard provides the foundation for third and fourth grade Readiness Standards TEKS 3.13C and 4.11C as students examine the relationship between different types of organizational structures.



Academic Vocabulary

- Describe
- Order
- Event



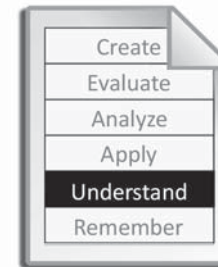
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Organizational structure in expository texts provides a predictable organization of information which enhances the ability to understand the information presented. The following words may be used in sequential or logical order structure: next, first, second, third, after, then.



Distractor Factor

The focus of this standard is the order of the information being presented, not just recalling random facts from the text.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 2 English Language Arts

(2.3) Students comprehend a variety of texts drawing on useful strategies as needed.
Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions



Supporting the Readiness Standards

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

- This standard supports third grade Readiness Standard TEKS 3.Fig19D, which relates to making inferences about text and supporting those inferences using text evidence. This standard also supports third grade Readiness Standard TEKS 3.13D, which relates to using text features to locate information and make predictions about the contents of expository texts.
- As content increases in complexity, this standard provides a strategy to support comprehension in personal and academic texts encountered during reading.
- This standard connects with Supporting Standard TEKS 2.Fig19D as students make inferences about text using textual evidence to support their understanding.

How does it support the Readiness Standard(s)?

This standard supports third grade Readiness Standard TEKS 3.Fig19D as students use ideas to make and confirm predictions. Predictions are a form of inference and require students to use background knowledge and text evidence to form ideas about what might happen in a text. This standard also supports Readiness Standard 3.13D by using ideas in text, including illustrations, titles, topic sentences, key words, and foreshadowing to make predictions. Students use several of these text features to make predictions in expository texts.

May be adjusted according to local curriculum.



Academic Vocabulary

- Illustration
- Title
- Topic sentence
- Key word
- Foreshadow
- Predictions



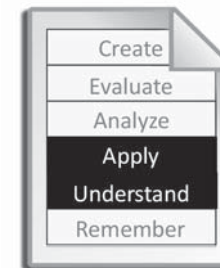
Rigor Implications

Verb

- Use
- Make predictions
- Confirm
- Predict

Level of Bloom's Taxonomy

- Applying
- Understanding



Instructional Implications

Making and confirming predictions is a type of inference. This is an important strategy that students need to learn in their early school years as the foundation for the comprehension process. Making and confirming predictions helps readers monitor their comprehension. Making predictions does not happen only at the beginning of reading a text. It is important for students to make and confirm predictions during and after reading as well.

Grade 2 English Language Arts

(2.3) Students comprehend a variety of texts drawing on useful strategies as needed.
Students are expected to:

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;



Supporting the Readiness Standards

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

- This standard supports Readiness Standards TEKS 2.9B, 2.14B, and 2.14C, which relate to being able to comprehend text through asking questions that help in the understanding of text.
- As content increases in complexity, this standard provides a strategy to support comprehension in personal and academic texts encountered.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standards 2.9B, 2.14B, and 2.14C by providing an important strategy used in the process of comprehension. Generating questions and finding answers in the text before, during, and after reading helps monitor comprehension, clarify misconceptions, enhance understanding, and construct meaning. This strategy also supports inference, summary, and synthesis.

May be adjusted according to local curriculum.



Academic Vocabulary

- Relevant
- Clarification



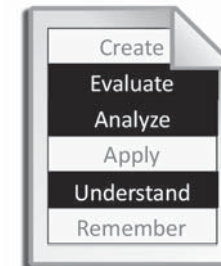
Rigor Implications

Verb

- Ask
- Seek
- Locate
- Support

Level of Bloom's Taxonomy

- Analyzing
- Understanding
- Evaluating



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 questions they generate are relevant to the text being read.

Grade 2 English Language Arts

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

(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);



Supporting the Readiness Standards

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

- This standard supports third grade Readiness Standard TEKS 3.4A and fourth grade Readiness Standard TEKS 4.2A as students continue to determine the meaning of words using prefixes, suffixes, and roots. In third grade, students will be introduced to the concept of roots and how prefixes and suffixes change the meaning of roots. In fourth grade, students determine the meaning of grade-level academic words derived from Greek and Latin roots and affixes.

How does it support the Readiness Standard(s)?

This standard supports the Readiness Standards TEKS 3.4A and 4.2A by introducing students to how prefixes and suffixes affect word meaning when added to base words. Students will apply their knowledge of prefixes and suffixes to roots beginning in third grade.

May be adjusted according to local curriculum.



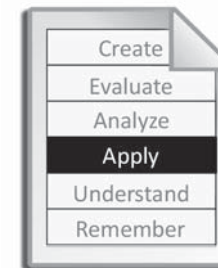
Rigor Implications

Verb

- Use
- Determine

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Students need to understand the basic structure of language, including that many words are made up of parts. Studying word parts can be helpful when decoding, comprehending, and writing. Students can apply their knowledge of prefixes and suffixes to words being encountered in reading, writing, and speaking.



Academic Vocabulary

- Prefix
- Suffix
- Base word

Grade 2 English Language Arts

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

(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;



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 and their relationships in order to facilitate reading comprehension and increase reading fluency.
- This standard provides a foundation for future vocabulary practice as students examine the relationships among words through the study of analogies. Synonyms and antonyms are introduced in second grade and will be explored in analogies in fourth and fifth grade.

How does it support the Readiness Standard(s)?

This standard supports second and third grade Readiness Standard TEKS 2.5B and 3.4B by increasing background knowledge through the study of connections and relationships among words. Understanding connections and relationships enhances the ability to utilize context to determine the meaning of unfamiliar words encountered in reading and supports comprehension.

May be adjusted according to local curriculum.



Academic Vocabulary

- Opposite
- Antonym
- Similar
- Synonym



Rigor Implications

Verb

- Identify
- Use

Level of Bloom's Taxonomy

- Remembering
- Applying



Instructional Implications

In order to thoroughly understand the relationships among words and how words shape meaning, an in-depth study that includes identification, manipulation, classification, and sorting of words is essential. The ability to associate 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.

Grade 2 English Language Arts

(2.6) 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) identify moral lessons as themes in well-known fables, legends, myths, or stories;



Supporting the Readiness Standards

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

- This standard provides the foundation for the study of theme in a variety of literary genres. This is the first time students are introduced to the concept of moral lessons and themes. In first grade, they connected the meaning of stories and fables to personal experiences and in kindergarten they discussed the big idea in well-known folktales and fables and connected it to personal experience.
- This standard provides the foundation for the study of theme in grades 3-12 as it relates to culture, time periods, human condition, and the universe.

How does it support the Readiness Standard(s)?

Identifying the theme is essential if students are to have an in-depth understanding of literary text. The theme is recognized as events are connected and conclusions are drawn. This in-depth understanding supports the understanding of plot development.

May be adjusted according to local curriculum.



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

Differentiation of theme and topic is essential. The topic is the subject, while the theme is the comment, observation, lesson, or insight about the subject. Most themes are not explicitly stated. Therefore, inferring is often required to identify a theme.



Academic Vocabulary

- Lesson
- Theme
- Fable
- Legend
- Myth

Grade 2 English Language Arts

(2.6) 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) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.



Supporting the Readiness Standards

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

- This standard supports Readiness Standard TEKS 2.9B and Supporting Standard TEKS 2.9A, which relate to describing characters in works of fiction and describing similarities and differences in plot and setting in fictional works.
- This standard supports third grade Readiness Standard TEKS 3.8A and 3.8B, which relate to sequencing and summarizing the main events in a plot and describing the interaction of characters, including relationships and changes.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 2.9B and Supporting Standard TEKS 2.9A by having students identify and compare characters, setting, and plot in similar folktales.

May be adjusted according to local curriculum.



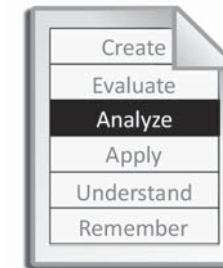
Rigor Implications

Verb

- Compare

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Understanding literary elements, including characters, plot, and setting in stories, enhances a reader's ability to make meaning of text. By comparing the characters, plot, and setting in similar folktales, students can deepen their understanding of the elements of fictional texts. Students need to be shown how to describe the similarities and differences using their own words along with evidence from the text.



Academic Vocabulary

- Folktale
- Traditional
- Contemporary
- Character
- Setting
- Plot

Grade 2 English Language Arts

(2.7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images 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 third grade as students describe the characteristics of various forms of poetry and how they create imagery. 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 third grade by analyzing some common characteristics of poetry, including rhyme, rhythm, and repetition. Students look at these poetic characteristics and determine how they interact to create images. In third grade, students will continue to look at these characteristics plus others in different forms of poetry.

May be adjusted according to local curriculum.



Academic Vocabulary

- Rhyme
- Rhythm
- Repetition
- Images
- Poetry



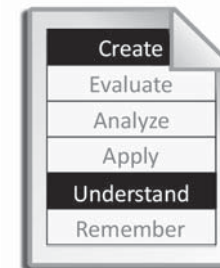
Rigor Implications

Verb

- Describe
- Create

Level of Bloom's Taxonomy

- Understanding
- Creating



Instructional Implications

Exposure to a variety of poems with rhyme, rhythm, and repetition is essential to the study of imagery and its function. Understanding how rhyme, rhythm, and repetition create imagery is important to comprehending poems. Poetry is a fun and non-threatening way to explore language.

Grade 2 English Language Arts

(2.8) Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.



Supporting the Readiness Standards

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

- This standard supports Readiness Standard TEKS 2.9B, which relates to describing characters in a story and their reasons for actions and feelings.
- This standard provides the foundation for fourth grade Supporting Standard TEKS 4.5A, which relates to describing the structural elements in dramatic literature, which includes dialogue.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 2.9B by identifying and using dialogue. Dialogue helps students understand characters, including their reasons for certain actions and their feelings. In fourth grade, students will be required to describe the structural elements of dramatic literature, which includes dialogue.

May be adjusted according to local curriculum.



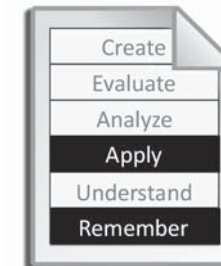
Rigor Implications

Verb

- Identify
- Use

Level of Bloom's Taxonomy

- Remembering
- Applying



Instructional Implications

In drama literature (i.e., plays), dialogue is used to establish the plot, the characters, and other literary elements. Characters reveal themselves through the dialogue, including the reasons for their actions and their feelings. When reading, students should read the dialogue with appropriate fluency and expression to show they understand the character and their actions/feelings.



Academic Vocabulary

- Dialogue
- Play

Grade 2 English Language Arts

(2.9) 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 similarities and differences in the plots and settings of several works by the same author;



Supporting the Readiness Standards

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

- This standard supports third grade Readiness Standard TEKS 3.8A which relates to sequencing and summarizing a plot's main events and explaining their influence on future events.
- This standard provides the foundation for examining fictional texts in grades 3-12 as students are required to analyze plot development with increasing complexity throughout each grade level.
- This standard provides the foundation for Supporting Standard TEKS 2.6B as students compare different versions of the same story, including the story's characters, plots, and settings.

How does it support the Readiness Standard(s)?

This standard supports third grade Readiness Standard TEKS 3.8A by requiring students to read multiple fictional texts by the same author while comparing and contrasting the plot and setting in each of the texts.

May be adjusted according to local curriculum.



Academic Vocabulary

- Similar
- Different
- Plot
- Setting



Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Understanding literary elements, including plot and setting in stories, enhances a reader's ability to make meaning of text. By comparing the plot and setting in multiple fictional texts, students can deepen their understanding of the elements of fictional texts. Students need to be shown how to describe the similarities and differences using their own words along with evidence from the text.

Grade 2 English Language Arts

(2.11) Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).



Supporting the Readiness Standards

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

- This standard supports future learning in fourth and fifth grade as students explore different types of figurative language and analyze its impact, including the use of similes and metaphors.

How does it support the Readiness Standard(s)?

This standard provides the foundation for future standards by recognizing that words and phrases can have literal and non-literal meaning. Exploring language helps students engage with the text to stimulate thinking in order to create mental images while reading. Forming mental images while reading supports retention, helps students draw conclusions, and supports interpretation of literary stories and poems

May be adjusted according to local curriculum.



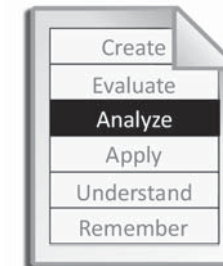
Rigor Implications

Verb

- Recognize

Level of Bloom’s Taxonomy

- Analyzing



Instructional Implications

Understanding that words and phrases can have both literal and non-literal meanings will help students to visualize what they are reading. Visualization is a strategy readers use to bring stories to life. Sometimes non-literal phrases can have more impact on meaning than describing things or events literally.



Academic Vocabulary

- Literal
- Non-literal, Phrase

(2.13) 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 the text



Supporting the Readiness Standards

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

- 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 Readiness Standards TEKS 3.13A, 3.13B, 3.13C, 3.13D, 3.Fig19D and Supporting Knowledge and Skills Statement 3.12.

May be adjusted according to local curriculum.



Academic Vocabulary

- Topic
- Author’s Response



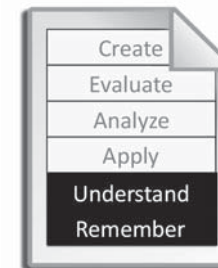
Rigor Implications

Verb

- Identify
- Explain

Level of Bloom’s Taxonomy

- Remembering
- Understanding



Instructional Implications

This standard is addressed any time informational text is encountered. Students 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.

Grade 2 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 using 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 2.10 as it relates to the structural patterns and features in literary nonfiction, including distinguishing between fiction and nonfiction. This standard also provides support to Supporting Standard TEKS 2.7A as it relates to creating images through the use of rhyme, rhythm, and repetition.
- 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 2 English Language Arts

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

(A) identify the main idea in a text and distinguish it from the topic;



Supporting the Readiness Standards

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

- This standard supports third grade Readiness Standard TEKS 3.13A, which relates to identifying the details or facts that support the main idea.
- This standard provides the foundation for students to be able to summarize expository texts starting in fourth grade and continuing through twelfth grade. In order to summarize an expository text, students must be able to identify the main idea(s).

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 3.13A as students practice identifying the main idea in expository texts and distinguishing it from the topic. Once they can identify the main idea, students in third grade will be able to focus on finding the facts and details that support the main idea in expository texts.

May be adjusted according to local curriculum.



Academic Vocabulary

- Main Idea
- Topic



Rigor Implications

Verb

- Identify
- Distinguish

Level of Bloom's Taxonomy

- Remembering
- Analyzing



Instructional Implications

Being able to identify the main idea(s) in expository texts brings a much deeper understanding than just identifying the topic. Students need to know the topic of the text and then go deeper by analyzing the information presented by the author to determine the main idea(s) of the text.

Grade 2 English Language Arts

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

(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.



Supporting the Readiness Standards

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

- This standard supports third grade Readiness Standard TEKS 3.13D, which relates to using text features to locate information and make predictions about the contents of text. This standard also supports fourth grade Readiness Standard TEKS 4.11D, which relates to using multiple text features to gain an overview of a text while continuing to locate information using the text features.

How does it support the Readiness Standard(s)?

This standard supports third and fourth grade Readiness Standards TEKS 3.13D and 4.11D as students use text features to locate specific information. This is the same standard as first grade, but increases in complexity through the text features students are required to use, such as indexes and headings. In both first grade and second grade, students are required to use tables of contents. In first grade, students also use the title and illustrations. In second grade, students are introduced to an index and headings. In third grade, students will be required to use bold print, captions, key words, and italics.

May be adjusted according to local curriculum.



Academic Vocabulary

- Text Feature
- Table of contents
- Index
- Heading



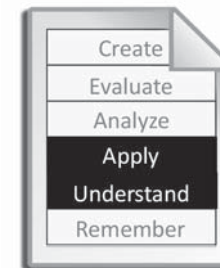
Rigor Implications

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 within a text. In second grade, students should be focusing on the following text features: table of contents, index, and headings.

Grade 2 English Language Arts

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

(A) follow written multi-step directions;



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.



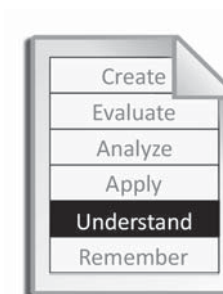
Rigor Implications

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 graphics (e.g., captions, illustrations) as needed.



Academic Vocabulary

- Direction
- Procedural text

Grade 2 English Language Arts

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

(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).



Supporting the Readiness Standards

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

- This standard partially supports standard 2.14D, which relates to using text features to locate specific information in text.
- This standard supports third grade Readiness Standard 3.13D and fourth grade Readiness Standard 4.11D as text features and graphics in expository text become more complex in content and structure. This standard also supports the procedural text Supporting Standards 3.15B in third grade and 4.13B in fourth grade as students are required to locate, use, and explain information presented graphically in text.

How does it support the Readiness Standard(s)?

This standard partially supports the Readiness Standards 3.13D in third grade and the 4.11D in fourth grade as students use graphic features to interpret procedural text and then apply the knowledge to expository text.

May be adjusted according to local curriculum.



Rigor Implications

Verb

- Use
- Interpret

Level of Bloom's Taxonomy

- Applying
- Evaluating



Instructional Implications

Understanding the purpose of graphic features and knowing how to use them to help interpret information from the text provides a relevant and authentic purpose for reading procedural texts.



Academic Vocabulary

- Graphic feature
- Caption
- Illustration

Grade 2 English Language Arts

(2.16) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.



Supporting the Readiness Standards

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

- This Knowledge and Skills standard provides analysis skills that are important in all genres, including print and digital media. Students make connections between elements and meaning in media in the same way connections are made between literary elements in texts from other genres. This standard serves as a Supporting Standard for literary and informational text.
- In third and fourth grade, this Knowledge and Skills standard continues to support media elements connections as students analyze their impact on meaning, and supports fifth grade Supporting Standard TEKS 5.14C as students use their understanding of how words, images, graphics, and sounds impact meaning to determine the point of view of media.

How does it support the Readiness Standard(s)?

Students draw conclusions in order to determine the connections between words, images, graphics, and sound and make inferences as to their impact on meaning. Inference is the foundation of comprehension.

May be adjusted according to local curriculum.



Academic Vocabulary

- Image
- Graphic
- Sound
- Media



Rigor Implications

Verb

- Use
- Analyze

Level of Bloom's Taxonomy

- Applying
- Analyzing



Instructional Implications

As students become more aware of media, exposure to a variety of media forms provides students the experience needed to interpret, draw conclusions, and infer messages that inform, entertain, and persuade. Media can be presented as literary, such as fictional films, video games, documentaries, etc. or informational, such as news, web pages, product labels, etc. It is important to understand that media is created through the use of images, sounds, words, and music. These elements are combined to convey the intended message to a specific audience.

Grade 2 English Language Arts

(2.16) 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);



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 2.13A, 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.



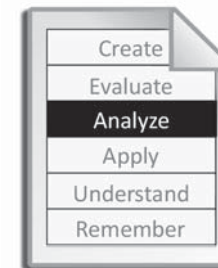
Rigor Implications

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 other media is meant to entertain. Knowing the purpose helps the audience to respond to media appropriately.



Academic Vocabulary

- Purpose
- Media
- Informational
- Entertainment