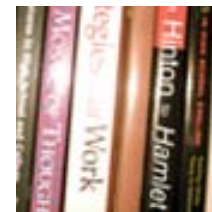
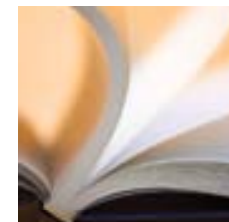




English Language Arts Grade 5

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

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

5.3A Readiness
Grade 5 Math

(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

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>

Reporting Category	# of Items	Readiness Standards	Supporting Standards
1 Understanding/Analysis Across Genres	10	5.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes 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	5.3.A compare and contrast the themes or moral lessons of several works of fiction from various cultures
		5.6.A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events 5.6.B explain the roles and functions of characters in various plots, including their relationships and conflicts 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 and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	5.3.B describe the phenomena explained in origin myths from various cultures 5.3.C explain the effect of a historical event or movement on the theme of a work of literature 5.4.A analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems 5.5 understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding 5.6.C explain different forms of third-person points of view in stories 5.7.A identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life 5.14.C identify the point of view of media presentations Fig.19.D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry, Drama) Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Literary Nonfiction, Poetry, Drama)
2 Understanding/Analysis of Literary Texts	19	5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order 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 5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information 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.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)	5.10.A draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved 5.11.B determine the facts in text and verify them through established methods 5.12.A identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument 5.12.B recognize exaggerated, contradictory, or misleading statements in text 5.13.A interpret details from procedural text to complete a task, solve a problem, or perform procedures 5.13.B interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams 5.14.C identify the point of view of media presentations Fig.19.D make inferences about text and use textual evidence to support understanding (Persuasive) Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Persuasive)
		5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order 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 5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information 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.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)	5.10.A draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved 5.11.B determine the facts in text and verify them through established methods 5.12.A identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument 5.12.B recognize exaggerated, contradictory, or misleading statements in text 5.13.A interpret details from procedural text to complete a task, solve a problem, or perform procedures 5.13.B interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams 5.14.C identify the point of view of media presentations Fig.19.D make inferences about text and use textual evidence to support understanding (Persuasive) Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Persuasive)
3 Understanding/Analysis of Informational Texts	17	5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order 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 5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information 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.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)	5.10.A draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved 5.11.B determine the facts in text and verify them through established methods 5.12.A identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument 5.12.B recognize exaggerated, contradictory, or misleading statements in text 5.13.A interpret details from procedural text to complete a task, solve a problem, or perform procedures 5.13.B interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams 5.14.C identify the point of view of media presentations Fig.19.D make inferences about text and use textual evidence to support understanding (Persuasive) Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Persuasive)
Total Items	46	28-32 test questions from Readiness Standards	14-18 test questions from Supporting Standards
		Genres Assessed	
		Literary <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 (Supporting) Procedural (Embedded) Media Literacy (Embedded)



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

REVISED 02.23.11

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



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

REVISED 02.23.11

Reporting Category	Grade 3 Readiness Standards	Grade 4 Readiness Standards	Grade 5 Readiness Standards	Grade 6 Readiness Standards
3 Understanding/Analysis of Informational Texts	<p>3.13.A identify the details or facts that support the main idea</p> <p>3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence</p> <p>3.13.C identify explicit cause and effect relationships among ideas in texts</p> <p>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</p> <p>Fig.19.D make inferences about text and use textual evidence to support understanding</p> <p>Fig.19.E summarize information in text, maintaining meaning and logical order</p>	<p>4.11.A summarize the main idea and supporting details in text in ways that maintain meaning</p> <p>4.11.C describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison</p> <p>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</p> <p>Fig.19.D make inferences about text and use textual evidence to support understanding</p> <p>Fig.19.E summarize information in text, maintaining meaning and logical order</p>	<p>5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order</p> <p>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</p> <p>5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information</p> <p>5.11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres</p> <p>Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)</p> <p>Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)</p>	<p>6.10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions</p> <p>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</p> <p>6.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres</p> <p>Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)</p> <p>Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)</p>

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)

Reporting Category	Grade 5 Readiness Standards	Grade 6 Readiness Standards	Grade 7 Readiness Standards	Grade 8 Readiness Standards
1 Understanding/Analysis Across Genres	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	7.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	8.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes
	5.2.B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words	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	7.2.B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	8.2.B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings
1	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	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	7.2.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	8.2.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	Fig.19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence	Fig.19.F make connections between and across texts, including other media (e.g., film, play), and provide textual evidence	Fig.19.F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence
2 Understanding/Analysis of Literary Texts	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	7.6.A explain the influence of the setting on plot development	8.6.A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved
	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	7.6.B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	8.6.B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict
2	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)	7.8.A determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood	Fig.19.D make complex inferences about text and use textual evidence to support understanding (Fiction)
	Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction)	Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	Fig.19D make complex inferences about text and use textual evidence to support understanding(Fiction)	Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)
2	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)	



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

REVISED 02.23.11

Reporting Category	Grade 5 Readiness Standards	Grade 6 Readiness Standards	Grade 7 Readiness Standards	Grade 8 Readiness Standards
3 Understanding/Analysis of Informational Texts	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	7.10.A evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning	8.10.A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order
	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	7.10.C use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text	8.10.C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
	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	7.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence	8.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence
	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 complex inferences about text and use textual evidence to support understanding (Expository)	Fig.19.D make complex 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 (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, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (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 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 (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) 	<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 (Supporting) 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) 	<ul style="list-style-type: none"> Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded)

Grade 5 English Language Arts

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

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard



Content Builder

What do the students need to know?

Content

- Many English words and word parts associated with education and the sciences originated from Latin or Greek. Academic language as we know it today is the language used in the context of formal schooling within and across content areas. Affixes, such as prefixes and suffixes, are morphemes (the smallest unit of meaning) and occur before (prefix) or after (suffix) a root or base word. When affixes are added to a root and base word they can alter the meaning of the word, change the part of speech of the word, and/or change how the word is used in a sentence.
- This standard allows students to use their previous knowledge of word structure, linguistic roots and affixes, and academic words to learn new roots and affixes and how they are used to convey meaning of fifth grade-level academic words. This standard was introduced in fourth grade.
- This standard continues to provide a foundation for sixth and seventh grade Readiness Standards TEKS 6.2B and 7.2B for learning new word parts from different origins and the academic words they represent.



Academic Vocabulary

- Academic
- Affix
- Base
- Word
- Prefix
- Root
- Suffix



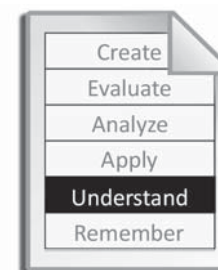
Rigor Implications

Verb

- Determine

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Understanding word structure origin or background of words help students establish meaning, pronunciation, the parts of speech, and spelling of new words. This understanding facilitates the appreciation of the potential of a word. The more students understand language the easier it is for them to understand information they hear or read.



Distractor Factor

Sometimes base words and roots are used interchangeably. However, a root is the basic part of a word that carries meaning and cannot stand alone, and a base word is a word that can stand alone. In order for students to truly learn academic language, instruction must be authentic, engaging, and relevant.



Level of Difficulty (based on local data)

Grade 5 English Language Arts

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

(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
Readiness Standard



Content Builder

What do the students need to know?

Content

- Word meanings are drawn from experience with words and from text and are defined by the relationships between surrounding words and phrases. Some texts provide clear sentence clues to help the reader determine the meaning of unfamiliar words or multiple meaning words. Sentence clues include a definition of the word, examples that clarify the meaning and a restatement of the meaning of unfamiliar words or multiple meaning words.
- Students use their prior knowledge of the relationships among words and clues within the text to determine the meaning of unfamiliar or multiple meaning words. This is the first time the vocabulary standards address in-sentence restatement specifically.
- This standard serves as a foundation for sixth grade Readiness Standard TEKS 6.2B where students use context along with the structure of the text to determine and clarify the meaning of unfamiliar or multiple meaning words and in seventh grade Readiness Standard TEKS 7.2B where students use information in larger sections of text to understand the meaning of unfamiliar and ambiguous words.



Academic Vocabulary

- Context
- Multiple meaning



Rigor Implications

Verb

- Use
- Determine

Level of Bloom's Taxonomy

- Applying



Instructional Implications

In order to determine relationships of words in context, students depend on their knowledge of words, word structure, organization of sentences and how information is presented in the sentence. Identifying and understanding relationships between words and phrases is an important strategy in the comprehension of text and is one of the most effective ways to increase vocabulary.



Distractor Factor

Clues in context rarely provide a clear and concise definition. In-sentence restatement may or may not occur in the same sentence with the targeted word.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 5 English Language Arts

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

(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. Readiness Standard



Content Builder

What do the students need to know?

Content

- Dictionaries, glossaries, and thesauri are resources used when reading and writing to determine and confirm word meaning, spelling, part of speech and pronunciation and to choose or understand word choice alternatives. A dictionary is a book of words representing a particular language and their accepted definitions, origins, parts of speech, syllabication, and in some cases a sample of their use. A glossary is an alphabetized collection of specialized terms and is located at the end of the text. A thesaurus is a collection of words grouped together according to similarity of meaning. It contains synonyms and sometimes antonyms.
- Students used dictionaries and glossaries while reading and writing in third and fourth grade. This is the first time students use a thesaurus, determine word choice alternatives and locate the parts of speech of words.
- This standard provides the skills students need to understand and navigate a dictionary, glossary, and thesaurus. In sixth and seventh grade Readiness Standard TEKS 5.2E and 6.2E students continue to use the dictionary and glossary along with a thesaurus (print and electronic) to determine alternate word choices and the parts of speech of words.



Academic Vocabulary

- Dictionary
- Glossary
- Syllabication
- Pronunciation



Rigor Implications

Verb

- Use
- Determine

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Explicit instruction on how to use resources is necessary before they can become useful tools. Students need to know how to use guide words and keys and they need practice on how to select the most appropriate meaning of words to fit the context. Using resources to support reading and writing in authentic and relevant situations enhances their effectiveness.



Distractor Factor

Using resources alone as a way to locate and memorize information about a word does not increase vocabulary or improve reading comprehension. Students need to understand how to use resources during their reading and writing experiences.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 5 English Language Arts

(5.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; Readiness Standard



Content Builder

What do the students need to know?

Content

- Foreshadowing is a literary technique authors use to prepare the reader for future events as the plot is disclosed. This technique provides the reader with direct or subtle clues/hints presented through the events, details, and dialogue in the story or novel. They provide the reader insight as to what is coming next.
- In fourth grade students sequenced events and explained how the events influenced other events. This standard increases in complexity as students recognize and explain the clues/hints that foreshadow future events.
- This standard provides a look into the relationships among the elements and details in plot development to prepare student for sixth grade Readiness Standard TEKS 6.6A where students examine the elements in plot and in seventh grade Readiness Standard TEKS 7.6A where students explain the influence of setting on the plot.



Academic Vocabulary

- Foreshadow



Rigor Implications

Verb

- Describe
- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

The ability to read between the lines, make connections within the text, and apply background knowledge is necessary in order to recognize and understand how clues foreshadow future events. Clues may elude to an important event in the plot, the conclusion of the story or novel, the character's importance or role in the plot, the change in the mood of the story, etc.



Distractor Factor

Both subtle and direct clues are used in foreshadow.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 5 English Language Arts

(5.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(B) explain the roles and functions of characters in various plots, including their relationships and conflicts;
Readiness Standard



Content Builder

What do the students need to know?

Content

- The function/role of characters center around the goal or central idea in the story and is as unique as the story in which they play. Characters bring the plot to life as they responds to events, relationships, and conflicts. The way in which characters respond, reveals their function/role in the story. Understanding the function/role of characters enhance the reader's connections and understanding of the plot.
- In third and fourth grade, students described the relationships and changes characters undergo in a story. This standard requires students to use their prior knowledge about relationships along with an understanding of conflicts to support understanding of the function/roles characters play in the plot. This is the first time students explore basic character conflicts (e.g., man vs. man, man vs. self)
- This standard provides a foundation for seventh grade Readiness Standard TEKS 7.6B where students analyze plot development through the responses of the characters. Sixth grade Supporting Standard TEKS 6.6B provides additional support as students examine character voice and dialect.



Academic Vocabulary

- Conflict
- Function
- Plot
- Relationship
- Role



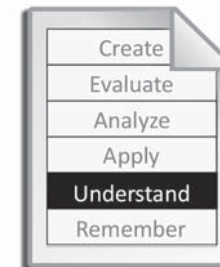
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Some common functions/roles of characters in fiction include characters who pursue, character who avoid, characters who help, and characters who hinder. Basic conflicts include man vs. man, man vs. self. Understanding literary elements (characters, action/events, plot) in stories and how they connect enhances a reader's ability to make meaning of text.



Distractor Factor

Function is the least understood aspect of characterization.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 5 English Language Arts

(5.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) evaluate the impact of sensory details, imagery, and figurative language in literary text. *Readiness Standard*



Content Builder

What do the students need to know?

Content

- Authors use sensory details and figurative language to stir emotions and/or evoke mental images that enhance the reader’s connections and understanding. Literary language is used to clarify, emphasize, compare, extend and create meaning.
- In third grade students identified imagery in poetry to support the understanding of the use of literary language. In fourth grade, students identified how authors used specific language such as similes and metaphors to create imagery. This served as a Readiness Standard for all literary works. These standard increases in complexity as students identify and evaluate the impact of language in literary works.
- This standard provides a foundation for sixth grade Readiness Standard TEKS 6.8A where students explain how authors create meaning through literary language and in seventh grade Readiness Standard TEKS 7.8A where students analyze the author’s use of language and how it creates imagery and suggests mood.



Academic Vocabulary

- Figurative language
- Imagery
- Sensory detail



Rigor Implications

Verb

- Evaluate

Level of Bloom’s Taxonomy

- Evaluating



Instructional Implications

In order to evaluate the impact literary language, it is imperative to understand that incorrect use of literary language will cause confusion for the reader. For evaluation purposes, students first locate imagery, sensory language similes, metaphors and any non literal meanings. They then determine if the language stirred emotions or evoked mental images. Next they evaluate the effectiveness to clarify, emphasis, compare, extend, or create meaning for the reader.



Distractor Factor

Literary language is difficult for students because they must realize that words can have more than one meaning and that words can have literal and non-literal meanings. Figurative language is sometimes called figure of speech.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 5 English Language Arts

(5.11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; Readiness Standard



Content Builder

What do the students need to know?

Content

- Summary is the process of organizing, categorizing, and filtering out less significant information in text during and after reading, while attributing the ideas to the original source. A summary presents the main idea(s) and details/facts that tell how, when, what, where, why, how much, and/or how many in a logical order while maintaining the author's intended meaning.
- In fourth grade, students identified details/ facts from the beginning, middle and end that supported the main idea(s) providing a framework for the summarization of main idea and supporting facts and details in this standard.
- Students continue to summarize main idea(s) and supporting details/ facts sixth and seventh grade Readiness Standard TEKS 6.10A and 7.11A while making sure that a summary is void of opinion.



Academic Vocabulary

- Main idea
- Summarization
- Supporting details



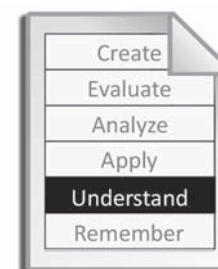
Rigor Implications

Verb

- Summarize

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Summary is a strategy used to monitor and clarify comprehension. The ability to summarize supports recall, understanding, and organization of ideas. In summary, students use text features and clues in the text to distinguish between what is relevant and what is merely interesting. When summarizing, the reader must understand the whole text and not just the information to be included in the summary. When summarizing main idea(s) and supporting details, students learn new information and build background for a topic.



Distractor Factor

Students are frequently asked to read and understand information during their formal education and many times have not had adequate exposure to expository text.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 5 English Language Arts

(5.11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(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; Readiness Standard



Content Builder

What do the students need to know?

Content

- Authors use organizational structure to support the communication of their ideas by arranging information in an organized, meaningful format. The structure of a text provides a predictable layout for the presentation and understanding of ideas. Cause and effect explains what happened and why. Sequential order provides information in the order it occurs, revealing the relationship of how one thing has to happen before another. Compare and contrast reveals the similarities and differences. Logical order arranges information in a way that makes sense. Classification groups ideas in specific categories. Description reveals the relationship among an idea and its detailed image.
- In third grade, students described explicit and implicit cause and effect relationships providing a foundation for the analysis of other text structures and the relationships of the information presented.
- The standard provides a foundation for sixth grade Readiness Standard TEKS 6.10C where students analyze the relationships between the organizational structures that develop main idea and author's viewpoint and seventh grade Readiness Standard 7.10C where students use organizational structure to form an overview of a variety of expository texts.



Academic Vocabulary

- Organizational pattern
- Organizational structure
- Cause and effect
- Sequential order
- Logical order
- Classification
- Compare and contrast
- Description



Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Structure allows the reader to form a mental picture which enhances the reader the ability to understand the relationship among the information presented. Students need to recognize that texts are different to an extent, but depending on the author's purpose, the topic and the genre, texts employ different structural patterns.



Distractor Factor

The ability to understand literary texts does not guarantee the ability to understand expository text. Recognizing organizational structure enhances the ability to comprehend and recall information in expository reading.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 5 English Language Arts

(5.11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; *Readiness Standard*



Content Builder

What do the students need to know?

Content

- Authors use text features and graphics 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 synthesize information from multiple text features to make and verify predictions before, during, and after reading, to locate information, and to gain an understanding of the text. Text features can include titles, captions, sub titles, key words, bold words, italics, table of contents, glossary, index, heading, illustrations/photos, topic sentence, concluding sentence, and guide words.
- This standard works together with Readiness Standards TEKS 5.11A and 5.11E as students use text features to make connections, synthesize and summarize information. Fifth grade is the last time standards address the use of text features and graphics in expository text.
- The standard support sixth and seventh grade Readiness Standard and Supporting Standards as students encounter information texts and synthesize information.



Academic Vocabulary

- Text feature
- Graphic



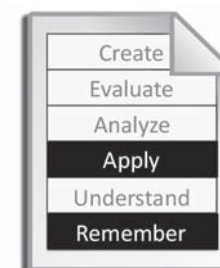
Rigor Implications

Verb

- Use
- Locate

Level of Bloom's Taxonomy

- Remembering
- Applying



Instructional Implications

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



Distractor Factor

Text features must be used in conjunction with the printed text to deeply understand the information presented.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 5 English Language Arts

(5.11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. Readiness Standard



Content Builder

What do the students need to know?

Content

- The ability to make to make connections within and across texts and move beyond literal recall is an important component of the comprehension process. Making connection between two or three texts supports the integration of information in order to read or write about a subject knowledgeably. Connections are supported by specific facts in the text that supports what is inferred.
- This standard works together with Readiness Standard 5.Fig19F where students make connections across texts and genres.
- This standard provides the skills needed for sixth and seventh grade Readiness Standard TEKS 6.Fig19F and 5.Fig19F where students make connections between and across multiple texts and genres.



Academic Vocabulary

- Connections
- Synthesize
- Genre



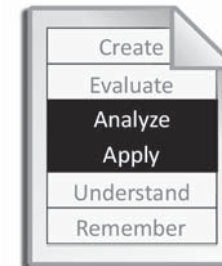
Rigor Implications

Verb

- Make
- Synthesize

Level of Bloom's Taxonomy

- Applying
- Analyzing



Instructional Implications

In order to make connections and synthesize information across texts, it is necessary to engage in a multitude of comprehension strategies. Students need to identify the purpose of the texts, combine information from the texts, draw conclusions, and infer using evidence from the texts to support their new findings. Graphic organizers are useful to show the relationship between two texts They provide a concrete representation of the connections.



Distractor Factor

Making connections is a complex strategy and cannot be learned without the ability to draw conclusions, infer, and make predictions.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 5 English Language Arts

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

(D) make inferences about text and use textual evidence to support understanding; Readiness Standard (Fiction, Expository)



Content Builder

What do the students need to know?

Content

- Inference is a strategy that includes multiple steps and is practiced before, during, and after reading. It is the foundation of the comprehension process. Steps include connecting prior knowledge and information from text, drawing a conclusion based on the information from the connection, and making a prediction (logical guess) based on the drawn conclusion. Reading between the lines to construct meaning and comprehend beyond literal understanding is necessary when implementing these steps. A conclusion is generally based on more than one piece of information/facts that is synthesized and connected to form thoughts or ideas.
- This standard supports inference in Readiness Standards for fiction and expository texts and Supporting Standard for literary nonfiction, poetry, drama, and persuasive text.
- This standard continues to support 6.Fig19D and 6.Fig19D as students continue to infer in order to comprehend what they read.



Academic Vocabulary

- Inference
- Textual evidence
- Prediction
- Draw conclusion



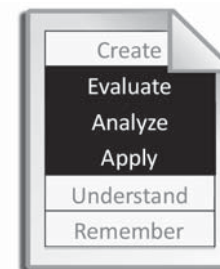
Rigor Implications

Verb

- Make
- 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. Improving vocabulary and world knowledge and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. Making and confirming predictions helps readers monitor and confirm comprehension.



Distractor Factor

Making predictions does not happen only at the beginning of reading a story. It is important for students to make and confirm predictions during and after reading as well.



Level of Difficulty (based on local data)

- Moderate
- Challenging

Grade 5 English Language Arts

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

(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.
Readiness Standard (Fiction, Expository)



Content Builder

What do the students need to know?

Content

- Summary is the process of organizing, categorizing, and filtering out less significant details in text. It is a strategy readers use to monitor and clarify comprehension during and after reading. An effective written summary includes a brief description of the relationships between the theme or main idea, setting (in fiction), characters (in fiction), and important facts/details. Summary is the ability to reduce text to a simple collection of connected facts and details that support the theme or main idea of the text. A summary communicates the author’s interpretation and emphasis and does not include the reader’s opinion or judgment.
- This standard serves a Readiness Standard in fiction and expository texts and a Supporting Standard in literary nonfiction, poetry, drama, and persuasive texts.
- This standard serves as a foundation for sixth and seventh grade Readiness Standard TEKS 5.Fig19E and 6.Fig19E where students are required to synthesize, summarize and paraphrase within and across texts.



Academic Vocabulary

- Summarize
- Logical order



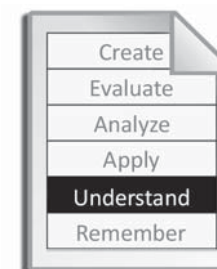
Rigor Implications

Verb

- Summarize

Level of Bloom’s Taxonomy

- Understanding



Instructional Implications

In order to monitor and clarify comprehension and ensure a deep understanding of text, students must be able to identify and organize the essential information in text and bring the ideas together in their own words. Graphic organizers provide a tool for the organizations of information.



Distractor Factor

The distinction between retelling and summarizing is essential in creating an effective summary. Retelling is the recount of every detail and summary is the identification of the most critical information to create a concise statements and understandings.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 5 English Language Arts

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

(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence. Readiness Standard



Content Builder

What do the students need to know?

Content

- The ability to make text to text connections and move beyond literal recall is an important component of the comprehension process. Making connection between texts enhances comprehension and supports the integration of information in order to read or write about a subject knowledgeably. Connections are made by comparing and contrasting thematic links (central ideas or messages) or the treatment of themes and topics and the authors’ relationships to the texts such as purpose and perspective. Connections are supported by specific facts in the text that supports what is inferred.
- This standard was introduced in fourth grade.
- This standard provides the skills needed for sixth and seventh grade Readiness Standard TEKS 6.Fig19F and 7.Fig19F where students make connections between and across multiple texts and genres.



Academic Vocabulary

- Connections
- Literary text
- Informational text



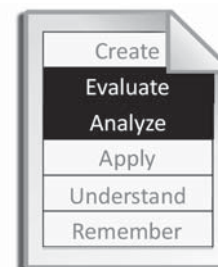
Rigor Implications

Verb

- Make
- Provide

Level of Bloom’s Taxonomy

- Analyzing
- Evaluating



Instructional Implications

Making connections between text and self, text and text, and text and world is an important strategy in the comprehension process. In order to make connections between texts, it is necessary to engage in a multitude of comprehension strategies. Students need to identify the purpose of the text, draw conclusions, and infer using evidence from the text to support their predictions or findings. Graphic organizers are useful to show the relationship between two texts. They provide a concrete representation of the connections.



Distractor Factor

Making connections is a complex strategy and cannot be learned without the ability to draw conclusions, infer, and make predictions.



Level of Difficulty (based on local data)

- Moderate
- Challenging

Grade 5 English Language Arts

(5.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures. Supporting Standard



Supporting the Readiness Standards

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

- This standard supports Readiness Standard TEKS 5.Fig19F as it relates to making connections and works with Supporting Standards TEKS 5.3B and 5.13C as it relates to theme.
- This standard supports the comprehension process as students establish a purpose for reading, identify the author's purposes, ask questions, summarize, draw conclusions, and make predictions before, during and after reading to understand the overall message.
- This standard continues to support connections between theme across texts in sixth and seventh grade Readiness Standards TEKS 6.Fig19F and 7.Fig19F. This standard supports sixth grade Supporting Standards TEKS 6.3A where students are required to identify implicit themes.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 5.Fig19F as students move beyond literal recall to make connections between texts and works with Supporting Standard TEKS 5.3B and 5.3C as students describe ideas presented in myths and explore the theme at a deeper level to explain historical impact in a variety of fictional texts.

May be adjusted according to local curriculum.



Academic Vocabulary

- Compare
- Contrast
- Theme
- Moral
- Cultures



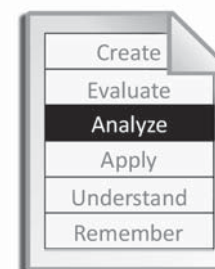
Rigor Implications

Verb

- Compare
- Contrast

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Theme is the central idea or point that relates to morals, values, or ideas in a piece of fiction and connects the author and reader. Students interact and connect with the text in order to identify and understand the theme. As students compare and contrast themes, it is necessary for them to examine the events that support the theme, the historical impact on the theme, the author's approach to the theme, the characters' function/role in relation to the theme, and how the character(s) react to any conflicts associated with the theme. Themes that are too sophisticated will result in ineffective comprehension. Various cultures include regional, economic, social, and ethnic diversity.

Grade 5 English Language Arts

(5.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(B) describe the phenomena explained in origin myths from various cultures; Supporting Standard



Supporting the Readiness Standards

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

- This standard works with Supporting Standards TEKS 5.3A and 5.3C as it relates to theme.
- This standard supports sixth grade Supporting Standard TEKS 6.3A as students continue to examine theme by inferring the implicit theme and distinguishing it from topic. It supports seventh grade Supporting Standard 7.3C by analyzing how setting influences the theme.

How does it support the Readiness Standard(s)?

This standard works with Supporting Standard TEKS 5.3A and 5.3C as students compare and contrast themes and examine the effects of a historical event or movement on the theme in a variety of fiction. The explained occurrence must be identified and understood as a reader identifies and interprets the theme in a myth.

May be adjusted according to local curriculum.



Academic Vocabulary

- Myth
- Culture
- Phenomena



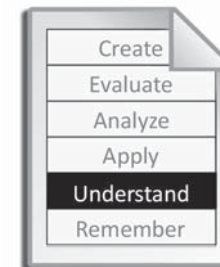
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Myths generally take place in a primitive time, when the world had not yet achieved its current form. A myth explains a belief or occurrence/phenomena about the world. The theme in a myth is the idea(s) (explanation) of how the world achieved its current form.

Grade 5 English Language Arts

(5.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(C) explain the effect of a historical event or movement on the theme of a work of literature. Supporting Standard



Supporting the Readiness Standards

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

- This standard works with Supporting Standards TEKS 6.3A and 6.3B as it relates to theme.
- This standard supports sixth grade Supporting Standard TEKS 6.3A as students continue to examine theme by inferring the implicit theme and distinguishing it from topic. It supports seventh grade Supporting Standard 7.3C by analyzing how setting influences the theme.

How does it support the Readiness Standard(s)?

This standard works with Supporting Standard TEKS 5.3A and 5.3B as students examine themes to understand the idea presented in myths and compare and contrast themes across fictional texts. Understanding the historical impact on theme will lead to a deeper appreciation and interpretation.

May be adjusted according to local curriculum.



Academic Vocabulary

- Historical
- Theme



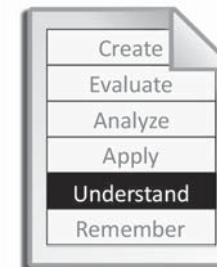
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Identifying and understanding the historical impact on theme requires an understanding of the historical event. It may be necessary to bring in additional historical texts in order for students to make the connections.

Grade 5 English Language Arts

(5.4) 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

(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. Supporting Standard



Supporting the Readiness Standards

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

- This standard provides partial support for Readiness Standard TEKS 5.8A as it relates to impact of sensory language.
- In previous grades, students explored a variety of poetic forms, their structural elements, and how they created imagery. This standard builds on previous knowledge as students continue to study poetry. This standard also provides a foundation for sensory language analysis in other literary genres.
- This standard provides a continued foundation for the analysis of imagery and language and how it affects meaning in poetry as well as other genres in sixth and seventh grade Readiness Standard TEKS 6.8A and 7.8A and Supporting Standard TEKS 6.4A.

How does it support the Readiness Standard(s)?

This standard provides partial support for Readiness Standard TEKS 5.8A as students evaluate the impact of sensory details in literary works.

May be adjusted according to local curriculum.



Academic Vocabulary

- Alliteration
- Internal rhyme
- Onomatopoeia
- Rhyme scheme



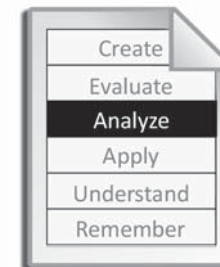
Rigor Implications

Verb

- Analyze

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

The specific sound effect (technique) used in the poem must be identified and understood along with what the technique is trying to accomplish before its contribution to the meaning of the poem can be determined. Along with the recognition of alliteration, internal rhyme, onomatopoeia, rhyme scheme, consonance and assonance should be explored.

(5.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Supporting Standard



Supporting the Readiness Standards

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

- This Knowledge and Skills standard supports Readiness Standard 5.6A and 5.6B as it relates to literary elements in fiction.
- In fourth grade, students identified and described structural elements in poetry.
- This Knowledge and Skills standard supports the study of drama through grade twelve.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 5.6A and 5.6B as students understand, draw conclusion, and infer to realize the effects of literary elements, such as events that advance the plot (foreshadowing) and the functions/roles of characters and how they contribute to the meaning.

May be adjusted according to local curriculum.



Academic Vocabulary

- Structure
- Element



Rigor Implications

Verb

- Understand
- Infer
- Draw Conclusion
- Support

Level of Bloom's Taxonomy

- Understanding
- Analyzing
- Evaluating



Instructional Implications

The structure of dramatic literature is the way in which the elements (characters, setting, plot, theme, dialogue) are presented to the audience. It is the framework (plan) of the play and the way in which the characters play out the scheme (plot).

Grade 5 English Language Arts

(5.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(C) explain different forms of third-person points of view in stories. Supporting Standard



Supporting the Readiness Standards

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

- This standard support Readiness Standard TEKS 5.Fig19F as it relates to author analysis.
- Understanding point of view supports the understanding of purpose and helps the reader make personnel, text, and world connections to the text.
- This standard provides the foundation for further exploration of point of view focusing in sixth and seventh grade Supporting Standard TEKS 6.6C as students explore the first person point of view and the different forms of third person points of view and continues to form a foundation for the analysis of point of narration through twelfth grade.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 5. Fig19F by providing additional information to compare and contrast the author's relationship to the text. It supports the purpose and perspective in the analysis.

May be adjusted according to local curriculum.



Academic Vocabulary

- Narrator
- Point of View
- First person point of view
- Third person point of view



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

The narrator/speakers point of view provides a vantage point for the reader and helps the reader understand the author's purpose and perspective.

Grade 5 English Language Arts

(5.7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to

(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life. Supporting Standard



Supporting the Readiness Standards

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

- The standard supports Readiness Standard 6.8A as it relates to literary language.
- This standard supports the continued exploration of literary in all literary works as stated in sixth and seventh grade Readiness Standard TEKS 6.8A, and 7.8A and Supporting Standard TEKS 6.4A.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard 6.8A as students evaluate the impact of sensory details, imagery, and figurative language in literary works.

May be adjusted according to local curriculum.



Academic Vocabulary

- Autobiography
- Biography



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Literary language and devices addressed in the standards at fifth grade include sensory details, imagery, simile, and metaphor.

Grade 5 English Language Arts

(5.10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
Supporting Standard



Supporting the Readiness Standards

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

- This standard supports Readiness Standard TEKS 5.Fig19D as it relates to drawing conclusions.
- This standard supports drawing conclusion in sixth and seventh grade Readiness Standard TEKS 6.Fig19D and 7.Fig19D.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 5.Fig19D as students connect knowledge, draw a conclusion, and make a prediction based on the conclusions drawn.

May be adjusted according to local curriculum.



Academic Vocabulary

- Draw conclusions
- Purpose
- Evaluate



Rigor Implications

Verb

- Draw conclusions
- Evaluate

Level of Bloom's Taxonomy

- Analyzing
- Evaluating



Instructional Implications

Students draw conclusions from information presented in order to evaluate how well the author's purpose is communicated. In order to draw a conclusion students first identify the author's stated or implied purpose, identify and connect multiple information provided through visuals, text features, key point, and details, and determine if the information supports the author's purpose. Once a conclusion has been drawn, a judgment is made about the effectiveness of the information in supporting the author's intended purpose.

Grade 5 English Language Arts

(5.11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(B) determine the facts in text and verify them through established methods; *Supporting Standard*



Supporting the Readiness Standards

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

- In fourth grade students distinguished between facts and opinions. This standard examines facts more closely to determine if the facts are true or false.
- In sixth grade Supporting Standard TEKS 6.10B, students determine if facts are used for or against issues and in seventh grade distinguish factual claims, from common place assertions, and opinions in Supporting Standard 7.10B

How does it support the Readiness Standard(s)?

This standard provides a foundation for determining the validity of facts presented in text. This is a necessary skill as information text is encountered and conclusions are drawn and decisions are made based on the information in the text.

May be adjusted according to local curriculum.



Academic Vocabulary

- Fact
- Verify



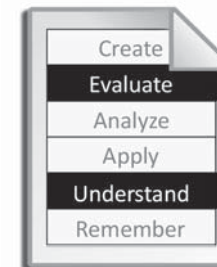
Rigor Implications

Verb

- Determine
- Verify

Level of Bloom's Taxonomy

- Understanding
- Evaluating



Instructional Implications

Verification of facts can be substantiated through the use of reliable, credible or believable sources. An example of a reliable source is an encyclopedia. In order for a method to become established it must be used and verified extensively.

Grade 5 English Language Arts

(5.12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to

(A) identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; Supporting Standard



Supporting the Readiness Standards

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

- This standard works with Supporting Standard TEKS 5.12B as it relates to the techniques authors use to convince or persuade.
- In previous grades, standards required students to examine persuasive texts in order to understand what and how the author was trying to convince the reader to do or think. This standard requires students to use previous knowledge of viewpoint and language as they examine how the author is presenting their position. This is the first time persuasive text standards are identified as a Readiness or Supporting standard.
- This standard along with earlier persuasive texts standards provide a foundation for sixth and seventh grade Supporting Standards 6.11B, 7.11A, and 7.11B where students critically examine the techniques and evidence authors use to support their viewpoint or intent.

How does it support the Readiness Standard(s)?

In order for students to understand and use persuasive texts responsibly, it is critical that they understand the author’s viewpoint, how the author is presenting information and the techniques authors use to over emphasize, to confuse, or mislead the reader.

May be adjusted according to local curriculum.



Academic Vocabulary

- Viewpoint
- Position
- Parallelism
- Comparison
- Causality



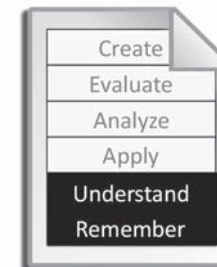
Rigor Implications

Verb

- Identify
- Explain

Level of Bloom’s Taxonomy

- Remembering
- Understanding



Instructional Implications

Authors choose structure in persuasive texts that best present his/her viewpoint or position. Parallelism is used to present a balance in the information among ideas. Comparisons are used to differentiate or show the similarities or differences in ideas. Causality is used to present the cause and effect or the “what” and “why”. Students need to remember that the goal of persuasive texts is to convince or persuade the reader.

Grade 5 English Language Arts

(5.12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to

(B) recognize exaggerated, contradictory, or misleading statements in text. *Supporting Standard*



Supporting the Readiness Standards

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

- This standard works with Supporting Standard TEKS 6.12A as it relates to the techniques authors use to convince or persuade.
- In previous grades, standards required students to examine persuasive texts in order to understand what and how the author was trying to convince the reader to do or think. This standard requires students to use previous knowledge of viewpoint and language as they examine techniques used to persuade or convince. This is the first time persuasive text standards are identified as Readiness or Supporting standards.
- This standard along with earlier persuasive texts standards provide a foundation for sixth and seventh grade Supporting Standards 6.11B, 7.11A, and 7.11B where students critically examine the techniques and evidence authors use to support their viewpoint or intent.

How does it support the Readiness Standard(s)?

In order for students to understand and use persuasive texts responsibly, it is critical that they understand the author's viewpoint, how the author is presenting information and the techniques authors use to over emphasize, to confuse, or mislead the reader.

May be adjusted according to local curriculum.



Academic Vocabulary

- Exaggerate
- Contradictory
- Misleading



Rigor Implications

Verb

- Recognize

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Authors intentionally use techniques to influence the attitudes or actions of the reader. The use of these techniques may be subtle or over. Exaggeration is a technique that overstates the facts leading to a false sense of importance. Contradiction is a technique used to declare against something and cause the reader to question his/her beliefs or understanding. Using unreliable information is a technique to mislead the reader.

Grade 5 English Language Arts

(5.13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to

(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; Supporting Standard



Supporting the Readiness Standards

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

- This standard works with Supporting Standard TEKS 5.13B as it relates to interpreting details in procedural text.
- In previous grades, students examined procedural text to follow written directions and to determine the sequence needed to carry out a procedure. This standard builds on prior knowledge as students use their ability to interpret to complete tasks, solve problems, and perform procedures.
- This standard supports sixth and seventh grade Supporting Standards TEKS 6.12B and 7.12B where students interpret information presented in graphics in procedural text.

How does it support the Readiness Standard(s)?

This standard works with Supporting Standard TEKS 5.13B as students read text and graphics to interpret procedural text in order to complete a task, solve a problem, or perform a procedure.

May be adjusted according to local curriculum.



Academic Vocabulary

- Procedural text



Rigor Implications

Verb

- Interpret
- Complete
- Solve
- Perform

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Procedural text is encountered often in academic and daily lives as students read instructions, procedures, manuals, recipes, etc. The ability to read, understand and apply information is critical to student's success in college and career. Students need frequent and relevant exposure to a variety of procedural text to complete tasks, solve problems, and perform procedures.

Grade 5 English Language Arts

(5.13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to

(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
Supporting Standard



Supporting the Readiness Standards

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

- This standard supports Readiness Standard TEKS 5.11D as it relates to the use of graphics in expository text and works with Supporting Standard TEKS 5.13B as it relates to interpreting details.
- In previous grades, students examined procedural text to follow written directions and to determine the sequence needed to carry out a procedure. This standard builds on prior knowledge as students use their ability to interpret graphics to complete tasks, solve problems, and perform procedures.
- This standard supports sixth and seventh grade Supporting Standards TEKS 6.12B and 7.12B requiring students to interpret information presented in graphics.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 5.11D as students use graphics and text features to interpret information in expository text. This standard requires students to use the same process in procedural text. It works with Supporting Standard TEKS 5.13B as students use text and information from graphics to interpret procedural text.

May be adjusted according to local curriculum.



Academic Vocabulary

- Factual
- Quantitative



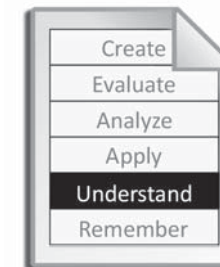
Rigor Implications

Verb

- Interpret

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Complexity increases as students continue to use graphics to support interpretation of procedural texts. This standard requires students to interpret factual information (a statement) and quantitative information (numbers, statistics) presented in tables, graphic organizers, captions, illustrations, keys, graphs, diagrams, maps, and timelines in preparation of completing tasks, performing procedures, and solving problems.

Grade 5 English Language Arts

(5.14) Reading/Media Literacy. 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

(C) identify the point of view of media presentations. *Supporting Standard (Literary and Informational)*



Supporting the Readiness Standards

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

- This standard supports literary and informational texts including print and digital media and specifically supports Supporting Standards TEKS 5.12A as it relates to point of view.
- This Knowledge and Skills standard supports sixth grade Supporting Standard TEKS 6.11B, 6.13A, and 6.13BC as students examine media and persuasive texts to further analyze author's point of view and the techniques an author uses to convey his/her point of view and seventh grade Supporting Standards TEKS 7.11A, 7.11B, 7.13A, and 7.13B as students explain messages conveyed in media and recognize how techniques influence emotions.

How does it support the Readiness Standard(s)?

The ability to identify point of view ensures a better understanding of all encountered texts. This standard supports Supporting Standard TEKS 5.12A as students identify point of view in persuasive text and apply the knowledge of point of view to media.

May be adjusted according to local curriculum.



Academic Vocabulary

- Media
- Image
- Graphic



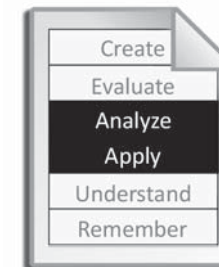
Rigor Implications

Verb

- Use
- Analyze

Level of Bloom's Taxonomy

- Applying
- Analyzing



Instructional Implications

Some media is persuasive in nature. Therefore it is important to make the connection between persuasive texts and media. Media can be presented as literary, such as fictional films, video games, documentaries, etc.) or informational (such as news, web pages, product labels, etc.). Point of view is the bias or perspective about a person, idea, or event. Exposure to a variety of media forms and points of view provides students experience needed to interpret, draw conclusion, and infer messages that inform, entertain, and sell.

Grade 5 English Language Arts

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

(D) make inferences about text and use textual evidence to support understanding; Supporting Standard (Literary Nonfiction, Poetry, Drama, Persuasive)



Supporting the Readiness Standards

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

- This standard supports Readiness Standard 5.Fig19F as it relates to text to text connections.
- This standard supports inference in sixth and seventh grade Readiness Standards for fiction and expository texts and Supporting Standard for literary nonfiction, poetry, drama, and persuasive text as students continue to infer in order to comprehend what they read. It continues to support Readiness Standard 6.Fig19F and 7.Fig19F as students continue to infer to make connections among a variety of texts and genres.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 5.Fig19F requiring students to infer as they make text to text connection between and across a variety of texts and genres.

May be adjusted according to local curriculum.



Academic Vocabulary

- Influence
- Textual evidence



Rigor Implications

Verb

- Make
- 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. Improving vocabulary and world knowledge and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. Making and confirming predictions helps readers monitor and confirm comprehension.

Grade 5 English Language Arts

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

(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. Supporting Standard (Literary Nonfiction, Poetry, Drama Persuasive)



Supporting the Readiness Standards

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

- This standard supports summary in Readiness Standards for fiction and expository texts and Supporting Standard for literary nonfiction, poetry, drama, and persuasive texts.
- Summary is a strategy readers use to monitor and clarify comprehension during and after reading.
- This standard serves as a foundation for sixth and seventh grade Readiness Standard TEKS 5.Fig19E and 6.Fig19E where students are required to synthesize, summarize and paraphrase within and across texts.

How does it support the Readiness Standard(s)?

This standard supports summary by providing the practice and detail of summarization (the process of organizing, categorizing, and filtering out less significant details in text) in fiction, literary nonfiction, drama, poetry, expository, and persuasive texts. Summary is the ability to reduce text to a simple collection of connected facts and details that support the main idea of the text.

May be adjusted according to local curriculum.



Academic Vocabulary

- Summarize
- Logical order



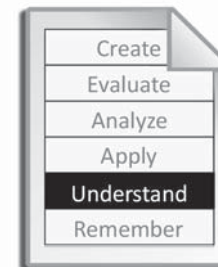
Rigor Implications

Verb

- Summarize

Level of Bloom’s Taxonomy

- Understanding



Instructional Implications

In order to monitor and clarify comprehension and ensure a deep understanding of text, students must be able to identify and organize the essential information in text and bring the ideas together in their own words. Graphic organizers provide a tool for the organizations of information.