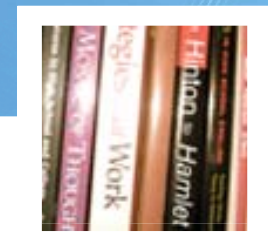
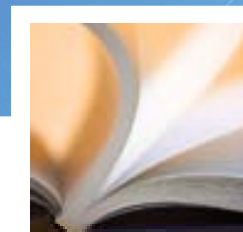




English Language Arts Kindergarten

STAAR Field Guide



STAAR

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

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

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

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

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

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

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

STAAR: focus, clarity, depth

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

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

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

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

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

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

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

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

Readiness standards have the following characteristics:

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

Supporting standards have the following characteristics:

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

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

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

The rigor of items will be increased by

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

The rigor of the tests will be increased by

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

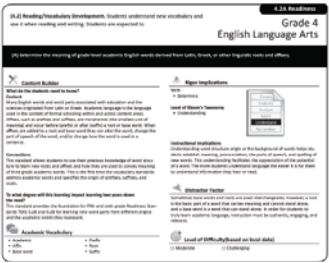
The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence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



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



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



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



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

Steps to Success

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

How to read STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

5.3A Readiness
Grade 5 Math

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

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

Content Builder
What do the students need to know?
Content

- Addition
 - Whole numbers
 - Decimals
- Subtraction
 - Whole numbers
 - Decimals

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

Academic Vocabulary

- Add
- Subtract
- Decimal

Rigor Implications
Verb

- Add
- Subtract
- Solve

Level of Bloom's Taxonomy

- Applying

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

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

Level of Difficulty

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

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

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

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

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

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

How to read STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

5.1B Supporting
Grade 5 Math

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

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

Supporting the Readiness Standards

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

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

May be adjusted according to local curriculum.

Academic Vocabulary

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

Rigor Implications

Verb

- Write
- Compare
- Order

Level of Bloom's Taxonomy

- Analyzing

Instructional Implications

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

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

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

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

Curriculum - STAAR Planning Worksheet



Course/Grade Level _____

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

Content Area _____

Grading Period/Unit _____

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

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

Curriculum - STAAR Planning Worksheet



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

Category	Readiness Standards	Supporting Standards
1 Understanding Across Genres	<p>K.4.B ask and respond to questions about texts read aloud*</p> <p>K.6.A identify elements of a story including setting, character, and key events;</p> <p>K.8.A retell a main event from a story read aloud*</p> <p>K.8.B describe characters in a story and the reasons for their actions*</p> <p>Fig 19D make inferences based on the cover, title, illustrations, and plot*</p> <p>Fig 19E retell or act out important events in stories*</p>	<p>K.5.B recognize that compound words are made up of shorter words</p> <p>K.5.C identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)*</p> <p>K.5.D use a picture dictionary to find words*</p> <p>K.4.A predict what might happen next in text based on the cover, title, and illustrations*</p> <p>K.6.B discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience*</p> <p>K.6.C recognize sensory details</p> <p>K.6.D recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.*</p> <p>K.7A respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds*</p> <p>K.12 use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning*</p> <p>K.12.A identify different forms of media (advertisements, newspapers, radio programs) (with adult assistance)*</p> <p>K.12.B identify techniques used in media (e.g., sound, movement) (with adult assistance)*</p> <p>Fig 19D make inferences based on the cover, title, illustrations, and plot*</p> <p>Fig 19E retell or act out important events in stories*</p>
2 Understanding and Analysis of Literary Texts		<p>K.5.A identify and use words that name actions, directions, positions, sequences, and locations</p> <p>K.9.A identify the topic of an informational text heard.</p> <p>K.10.C discuss the ways authors group information in text *</p> <p>K.11.A follow pictorial directions (e.g., recipes, science experiments)</p> <p>K.11.B identify the meaning of specific signs (e.g., traffic signs, warning signs)*</p> <p>K.12 use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning</p> <p>K.12.A identify different forms of media (advertisements, newspapers, radio programs) (with adult assistance)*</p> <p>K.12.B identify techniques used in media (e.g., sound, movement) (with adult assistance)*</p>
3 Understanding and Analysis of Informational Texts	<p>K.10.A identify the topic and details in expository text heard or read, referring to the words and/or illustrations*</p> <p>K.10.B retell important facts in a text, heard or read*</p> <p>K.10.D use titles and illustrations to make predictions about text*</p>	

Genres

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

* Aligned with STAAR Assessed Curriculum

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Reading/Beginning Reading Skills/Print Awareness

- K.1.A recognize that spoken words can be represented by print for communication;
- K.1.B identify upper- and lower-case letters
- K.1.C demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
- K.1.D recognize the difference between a letter and a printed word
- K.1.E recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)
- K.1.F hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
- K.1.G identify different parts of a book (e.g., front and back covers, title page)

Reading/Beginning Reading Skills/Phonological Awareness

- K.2.A identify a sentence made up of a group of words
- K.2.B identify syllables in spoken words
- K.2.C orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?")
- K.2.D distinguish orally presented rhyming pairs of words from non-rhyming pairs
- K.2.E recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball")
- K.2.F blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat)
- K.2.G blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man)
- K.2.H isolate the initial sound in one-syllable spoken words
- K.2.I segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/)

Reading/Beginning Reading Skills/Phonics

- K.3.A identify the common sounds that letters represent
- K.3.B use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words)
- K.3.C recognize that new words are created when letters are changed, added, or deleted
- K.3.D identify and read at least 25 high-frequency words from a commonly used list

Reading/Media Literacy

- K.12.A identify different forms of media (e.g., advertisements, newspapers, radio programs)
- K.12.B identify techniques used in media (e.g., sound, movement)

Research

- K.19.B decide what sources or people in the classroom, school, library, or home can answer these questions.
- K.20.A gather evidence from provided text sources
- K.20.B use pictures in conjunction with writing when documenting research

Listening and Speaking

- K.21.A listen attentively by facing speakers and asking questions to clarify information; and
- K.21.B follow oral directions that involve a short related sequence of actions.
- K.22 share information and ideas by speaking audibly and clearly using the conventions of language.
- K.23 follow agreed-upon rules for discussion, including taking turns and speaking one at a time

Comprehension Skills

- Fig. 19A discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language)
- Fig. 19B ask and respond to questions about text
- Fig. 19C monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)
- Fig. 19F make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence*

* Aligned with STAAR Assessed Curriculum

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

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

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



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

REVISED 10.30.11

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

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

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

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(K.4) Students comprehend a variety of texts drawing on useful strategies as needed.
Students are expected to:

Kindergarten English Language Arts

(B) ask and respond to questions about texts read aloud



Content Builder

What do the students need to know?

Content

- Asking questions about texts is a strategy readers use when monitoring comprehension. Being able to respond to questions about the text shows that students have adequate comprehension.
- This standard connects with TEKS K.Fig19.B as students are required to ask and respond to questions about text. This applies to text read aloud or read independently.
- This Readiness Standard prepares students for all second and third grade Readiness Standards as it relates to monitoring comprehension in a wide variety of texts.



Academic Vocabulary

- Question
- Text



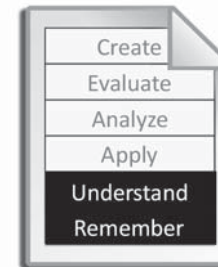
Rigor Implications

Verb

- Ask
- Respond

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

Explicit instruction and regular practice in a variety of contexts supports the practice of questioning. Questions are generated when text becomes unclear. This process helps readers think as they read.



Distractor Factor

Not all questions are relevant to understanding a text.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten English Language Arts

(K.6) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) identify elements of a story including setting, character, and key events;



Content Builder

What do the students need to know?

Content

- Elements of stories include setting, characters, and events. Setting refers to the time and place in which a story occurs. In narrative text, characters are a part of the setting and experience events that influence their feelings and decisions.
- This standard connects with Readiness Standards TEKS K.8A and K.8B as students are required to retell a main event and describe characters in a story.
- This standard provides the foundation for third grade Readiness Standards TEKS 3.8A and 3.8B, which relate to sequencing and summarizing the main events in a plot and describing the interaction of characters, including relationships and changes.



Academic Vocabulary

- Setting
- Character
- Event



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

Understanding literary elements (setting, characters, events) in stories enhances a reader's ability to make meaning of text. Students need to be exposed to strong characters, characters like themselves, and characters from diverse backgrounds. Students need to be able to discern key events from minor events by identifying which events continue to move the story forward.



Distractor Factor

The distinction between a minor event and a key event is essential to understanding a story. Students can become distracted by connecting to events that do not matter to the outcome of a story.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten English Language Arts

(K.8) 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) retell a main event from a story read aloud;



Content Builder

What do the students need to know?

Content

- Retelling is a recount of the details within a text. A main event is something that happens within a story that has an impact on the characters and/or plot of a story.
- This standard connects with Readiness Standard TEKS K.10B as students are required to retell facts in an expository text. Students need to be able to distinguish between events in a fictional story and facts in an expository text.
- This Readiness Standard prepares students for first grade Readiness Standard TEKS 1.9A, where students retell the events in a story from beginning to end. This standard also provides the foundation for third grade Readiness Standard TEKS 3.8A, as students sequence and summarize a plot's main events and explain their influence on future events.



Academic Vocabulary

- Retell
- Event



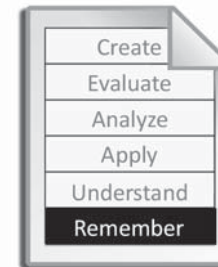
Rigor Implications

Verb

- Retell

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Understanding the main events in stories enhances a reader's ability to make meaning of fictional texts. Good readers visualize the events as they are happening in order to make retelling easier.



Distractor Factor

Distinguishing between main events and minor events can be difficult for young children.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten English Language Arts

(K.8) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

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



Content Builder

What do the students need to know?

Content

- Characterization is the process by which an author reveals the personality of a character (person, animal, or inanimate object) by divulging what the character says, does, thinks, and feels. Stories have at least one main character and usually have several supporting characters. Throughout a story, characters make decisions and/or react to situations and have reasons for their actions.
- This standard connects with Readiness Standard TEKS K.6A as students are required to identify elements of a story, including setting, characters, and key events. This standard may also connect to Readiness Standard TEKS K.Fig19D as students are required to make inferences. The reason for a character's action may or may not be explicitly stated in the text which will require students to infer their reasons based on background knowledge and the text evidence.
- This standard provides the foundation for first grade Readiness Standard TEKS 1.9B, as students describe characters and the reason for their actions and feelings. This standard also provides the foundation for second Readiness Standard TEKS 2.9B, as students describe the main characters including their traits, motivations, and feelings. This standard also supports third and fourth grade Readiness Standards TEKS 3.8B and 4.6B, as students are required to describe the interaction of characters, including their relationships and the changes they undergo.



Academic Vocabulary

- Character
- Action
- Feeling
- Reason



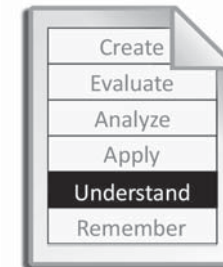
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

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



Distractor Factor

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



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten English Language Arts

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

(D) make inferences based on the cover, title, illustrations, and plot



Content Builder

What do the students need to know?

Content

- Inference is a strategy that is used before, during, and after reading. It is the foundation of the comprehension process. Reading between the lines to construct meaning and comprehend beyond literal understanding is necessary for readers to have a deeper understanding of text. An inference is generally based on more than one piece of information or fact that are synthesized and connected to form thoughts or ideas.
- This standard supports inference in Readiness Standards for fiction and expository texts and serves as a Supporting Standard in poetry. It provides direct support for Readiness Standards TEKS K.8A and K.8BB, where students retell main events and describe characters, including reasons for their actions. This standard also supports Readiness Standard TEKS K.10B and K.10D, where students retell the important facts in expository text and use the titles and illustrations to make predictions. This standard also connects with Supporting Standard TEKS K.4A, which is a reading strategy in which students predict what might happen based on the cover, title, and illustrations. This standard is addressed in first and second grade.
- In first, second, and third grades, this standard supports inference in Readiness Standards for fictional and expository texts and serves as a Supporting Standard in literary nonfiction and poetry.



Academic Vocabulary

- Inference
- Cover
- Illustration
- Plot



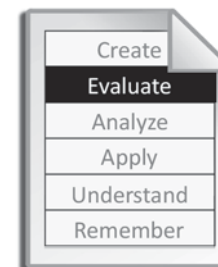
Rigor Implications

Verb

- Make inferences (Infer)

Level of Bloom’s Taxonomy

- Evaluating



Instructional Implications

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



Distractor Factor

There are not right and wrong answers when making inferences, but some inferences are better than others. Inferences need to be relevant and reasonable based on text evidence.



Level of Difficulty (based on local data)

- Moderate
- Challenging

Kindergarten English Language Arts

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

(E) retell or act out important events in stories



Content Builder

What do the students need to know?

Content

- Retell involves understanding and remembering important events/details in a text. An effective retelling includes restating important events/details from the beginning, middle, and end of a text.
- This standard connects to Readiness Standard TEKS K.8A, which relates to retelling a main event from a story read aloud. This also connects with Readiness Standard TEKS K.10B, which requires students to retell important facts in a text.
- This standard provides the foundation for third grade Readiness Standard TEKS 3.Fig19E in fiction and expository text and the third grade Supporting Standard TEKS 3.Fig19E in literary nonfiction and poetry, which relate to summarizing information in a variety of texts.



Academic Vocabulary

- Retell
- Event



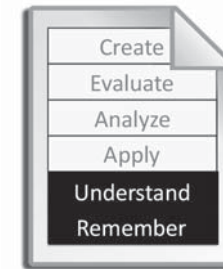
Rigor Implications

Verb

- Retell
- Act out

Level of Bloom’s Taxonomy

- Remembering
- Understanding



Instructional Implications

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



Distractor Factor

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



Level of Difficulty (based on local data)

- Moderate
- Challenging

Kindergarten English Language Arts

(K.10) 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) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;



Content Builder

What do the students need to know?

Content

- Topic is the subject of an expository text. Details are the facts that tell how, when, what, where, why, how much, and/or how many.
- This standard connects to Readiness Standard K.10B which relates to retelling important facts in a text, heard or read. This standard can be taught in conjunction with Supporting Standard TEKS K.9A as students identify the topic of an informational text heard.
- This standard provides the foundation for first and third grade Readiness Standards TEKS 1.14A and 3.13A and second grade Supporting Standard TEKS 2.14 as students identify main idea(s) and the fact/details that support the main idea(s) in expository text.



Academic Vocabulary

- Topic
- Detail
- Word
- Illustration
- Expository



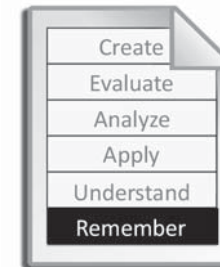
Rigor Implications

Verb

- Identify
- Refer

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Understanding the topic of a text will allow students to be able to identify the important details that relate to the topic. Students need to understand that details can be gathered from not just the words, but also the illustrations.



Distractor Factor

When identifying details in expository text, students must focus on details that are relevant to the topic.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten English Language Arts

(K.10) 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) retell important facts in a text, heard or read



Content Builder

What do the students need to know?

Content

- Facts and details are bits of information presented as true. Facts tell how, when, what, where, why, how much, and/or how many.
- This standard works together with Readiness Standard TEKS K.Fig19E as students retell important events in stories. Students need to know that in fictional texts they retell the important events and in expository texts they retell the important facts.
- This standard provides the foundation for first grade Readiness Standard TEKS 1.14B, as students identify important facts and details. This standard also provides the foundation for second grade Readiness Standard TEKS 2.14B, as students locate facts that are clearly stated in a text.



Academic Vocabulary

- Retell
- Fact



Rigor Implications

Verb

- Retell

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

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



Distractor Factor

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



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten English Language Arts

(K.10) 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 titles and illustrations to make predictions about text



Content Builder

What do the students need to know?

Content

- Authors use titles and illustrations to support the information being presented in text. Readers can use the title and illustrations to make and confirm predictions in expository text.
- This standard works together with Readiness Standards TEKS K.Fig19D and K.10A and Supporting Standard TEKS K. 4A as students use titles and illustrations to make predictions and inferences about the topic and details of texts.
- This standard provides the foundation for first and third grade Readiness Standards TEKS 1.14D and 3.13D and second grade Supporting Standard TEKS 2.14D as students use text features to locate specific information.



Academic Vocabulary

- Title
- Illustration
- Prediction



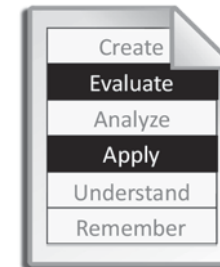
Rigor Implications

Verb

- Use
- Predict

Level of Bloom's Taxonomy

- Applying
- Evaluating



Instructional Implications

Knowing that titles and illustrations support the topic and details of expository texts will help students be able to make predictions about the text before reading.



Distractor Factor

Titles and illustrations work in conjunction with the words authors write to provide details about the topic. Students need to use both, not one or the other.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten English Language Arts

(K.4) Titles and illustrations work in conjunction with the words authors write to provide details about the topic. Students need to use both, not one or the other.

(A) predict what might happen next in text based on the cover, title, and illustrations;



Supporting the Readiness Standards

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

- This standard supports Readiness Standard TEKS K.Fig19D, which relates to making inferences based on the cover, title, illustrations, and plot. This standard also supports Readiness Standard TEKS K.10D as students use titles and illustrations to make predictions about expository texts.
- As content increases in complexity, this standard provides a strategy to support comprehension in personal and academic texts encountered during reading.
- This standard provides the foundation for third grade Readiness Standard TEKS 3.Fig19D, which relates to making inferences about text and supporting those inferences using text evidence. This standard also supports third grade Readiness Standard TEKS 3.13D, which relates to using text features to locate information and make predictions about the content of expository texts.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS K.Fig19D as students predict what might happen next in text based on the cover, title, and illustrations. Predictions are a form of inference and require students to use background knowledge and text evidence including covers, titles, and illustrations to form ideas about what might happen in a text. This standard also supports Readiness Standard K.10D by making predictions in expository texts using titles and illustrations.

May be adjusted according to local curriculum.



Academic Vocabulary

- Predict
- Cover
- Title
- Illustration



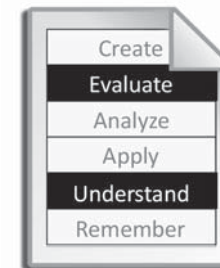
Rigor Implications

Verb

- Predict

Level of Bloom's Taxonomy

- Understanding
- Evaluating



Instructional Implications

Making predictions is a type of inference. This is an important strategy that students need to learn in their early school years as the foundation for the comprehension process. Making predictions helps readers monitor and confirm comprehension. 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.

Kindergarten English Language Arts

(K.5) Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:

(A) identify and use words that name actions, directions, positions, sequences, and locations;



Supporting the Readiness Standards

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

- This standard supports vocabulary development by exposing students to a variety of words that name actions, directions, positions, sequences, and locations. This exposure will help students to be able to respond both orally and in written form to text read aloud and independently.

How does it support the Readiness Standard(s)?

This standard provides the foundation for both oral and written vocabulary development. Students are expected to understand new vocabulary and use it when reading and writing.

May be adjusted according to local curriculum.



Rigor Implications

Verb

- Identify
- Use

Level of Bloom's Taxonomy

- Remembering
- Applying



Instructional Implications

Exposing students to a variety of words that indicate action, direction, position, sequence, and location will increase their ability to articulate their thinking when speaking and writing. Students should participate in in-depth word study including identification, manipulation, classification, and sorting of words. An extensive vocabulary is critical for comprehension and oral and written communication.



Academic Vocabulary

- Action
- Direction
- Position
- Sequence
- Location

Kindergarten English Language Arts

(K.5) Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:

(B) recognize that compound words are made up of shorter words



Supporting the Readiness Standards

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

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

How does it support the Readiness Standard(s)?

This standard supports second and third grade Readiness Standard TEKS 2.5B and 3.4B by increasing background knowledge through the study of compound words. Understanding that compound words are made of shorter words helps students to determine the meaning of the whole word.

May be adjusted according to local curriculum.



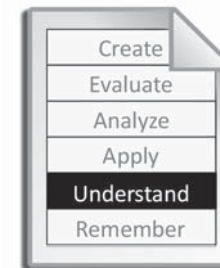
Rigor Implications

Verb

- Recognize

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

In order to understand the meaning of compound words, students need to recognize that they can be divided into smaller words. The ability to associate individual words with compound words allows readers to use context to gain meaning from text and increase vocabulary. An extensive vocabulary is critical for comprehension and oral and written communication.



Academic Vocabulary

- Compound word

Kindergarten English Language Arts

(K.5) Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:

(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures);



Supporting the Readiness Standards

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

- This standard supports vocabulary development by exposing students to a variety of words and their relationships in order to facilitate reading comprehension and increase reading fluency.
- This standard provides a foundation for future vocabulary practice as students examine the relationships among words, including antonyms, synonyms, homophones, and homographs.

How does it support the Readiness Standard(s)?

This standard introduces the basic concepts for vocabulary development. Understanding connections and relationships between words enhances the ability to recognize commonalities and differences between words.

May be adjusted according to local curriculum.



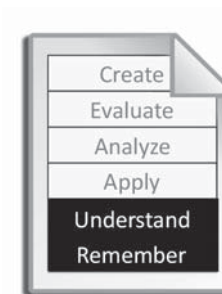
Rigor Implications

Verb

- Identify
- Sort

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

Sorting words into conceptual categories helps students develop critical thinking skills and reasoning abilities including making generalizations about words. Students should be able to verbalize how the words/pictures are sorted. Many times, there is not one correct way to sort words/pictures.



Academic Vocabulary

- Category
- Sort

Kindergarten English Language Arts

(K.5) Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:

(D) use a picture dictionary to find words.



Supporting the Readiness Standards

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

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

How does it support the Readiness Standard(s)?

This standard supports fourth grade Readiness Standard TEKS 4.2E by introducing students to a picture dictionary. Students learn that a dictionary is a place where they can learn new words.

May be adjusted according to local curriculum.



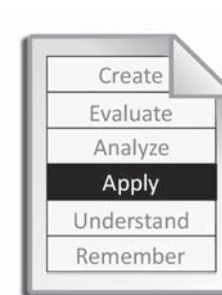
Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Being able to use a dictionary allows readers to determine the meaning of unknown words and expand vocabulary. An extensive vocabulary is critical for comprehension and oral and written communication.



Academic Vocabulary

- Picture Dictionary

Kindergarten English Language Arts

(K.6) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;



Supporting the Readiness Standards

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

- This standard supports first grade Readiness Standard TEKS 1.7A as students connect the meaning of well-known stories and/or fables to their personal experiences.
- This standard provides the foundation for the study of theme in a variety of literary genres. In Kindergarten, students are introduced to the concept that there are big ideas in fictional texts. They learn that readers should connect the big idea from the literary text with their own personal experiences in order to deepen understanding.

How does it support the Readiness Standard(s)?

This standard supports the second grade Readiness Standard TEKS 1.7A by introducing the concept of a “big idea” in literary texts and connecting these big ideas with personal experiences. Kindergarten focuses on folktales and fables. First grade continues with fables and brings in well-known stories.

May be adjusted according to local curriculum.



Rigor Implications

Verb

- Discuss
- Connect

Level of Bloom’s Taxonomy

- Understanding
- Applying



Instructional Implications

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



Academic Vocabulary

- Big idea
- Theme
- Folktale
- Fable
- Personal experience

Kindergarten English Language Arts

(K.6) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(C) recognize sensory details



Supporting the Readiness Standards

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

- This standard provides the foundation for understanding a variety of literary works throughout grades K-12.
- This standard supports future learning in fourth and fifth grade as students explore different types of literary language and analyze its impact on literary texts.

How does it support the Readiness Standard(s)?

Exploring language and sensory details helps students engage with the text to stimulate thinking in order to create mental images while reading. Forming mental images while reading supports retention, helps students draw conclusions, and supports interpretation of literary stories and poems.

May be adjusted according to local curriculum.



Rigor Implications

Verb

- Recognize

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Visualization is a strategy readers use to bring stories to life. Exposure to vivid language that appeals to the senses along with the practice of visualization supports attention to details and therefore increases memory and comprehension. Sensory details include words and/or phrases that describe sights, sounds, smells, tastes, and touch.



Academic Vocabulary

- Sensory detail

Kindergarten English Language Arts

(K.6) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.



Supporting the Readiness Standards

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

- This standard supports kindergarten, first, and second grade Readiness Standards TEKS K.Fig19E, 1.Fig19E, and 2.Fig19E, which relate to retelling events in stories.
- This standard supports kindergarten Readiness Standard TEKS K.8B, in which students describe characters in a story and the reasons for their actions.
- This standard supports third grade Readiness Standard TEKS 3.Fig19E, which relates to summarizing text while maintaining meaning and logical order.

How does it support the Readiness Standard(s)?

This standard supports kindergarten, first, and second grade Readiness Standards TEKS K.Fig19E, 1.Fig19E and 2.Fig19E as students recognize phrases that are repeated in traditional stories. These recurring phrases can be used to help students retell a folktale or fairy tale. This standard also supports kindergarten Readiness Standard K.8B by having students describe the characters that are recurring in traditional stories and lullabies.

May be adjusted according to local curriculum.



Academic Vocabulary

- Phrase
- Fairy tale
- Lullaby
- Folktale
- Recurring
- Repeating



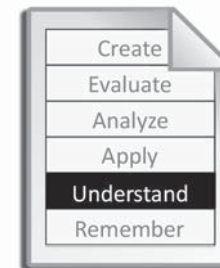
Rigor Implications

Verb

- Recognize

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Recurring phrases in traditional stories, such as folktales and fairy tales, help students recognize the type of text they are reading. Understanding of structure and features of different types of texts (genres) helps students with comprehension, including retelling. Understanding the patterns and structure of traditional stories, including recurring phrases, provides a foundation for retelling the stories. Understanding that many traditional stories and lullabies have the same or similar characters (e.g., a princess), allows readers to make predictions about the character's actions.

Kindergarten English Language Arts

(K.7) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.



Supporting the Readiness Standards

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

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

How does it support the Readiness Standard(s)?

This standard supports poetry analysis by introducing some basic characteristics of poetry, including rhythm and rhyme. Students show their knowledge of rhythm through identifying a beat. Students also show their knowledge of rhyme through identifying similarities in word sounds.

May be adjusted according to local curriculum.



Academic Vocabulary

- Rhythm
- Rhyme
- Beat
- Similar
- Sound



Rigor Implications

Verb

- Respond
- Identify

Level of Bloom's Taxonomy

- Understanding
- Remembering



Instructional Implications

Exposure to a variety of poems with rhyme and rhythm is essential to the study of poetry. Students need to understand that rhyme and rhythm create mood and imagery. Responses to poems could include clapping, hand movements, voice inflections, etc. This standard can be combined with K.2C and K.2D to reinforce rhyming skills being taught in Phonological Awareness.

Kindergarten English Language Arts

(K.9) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.



Supporting the Readiness Standards

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

- This standard supports the kindergarten Readiness Standard TEKS K.10A as students identify the topic and details in expository text heard or read.
- This standard supports the first grade Readiness Standard TEKS 1.13A as students continue to identify the topic of informational texts and also explain the author's purpose for writing a text.
- This standard supports the concepts in the third grade Readiness Standards TEKS 3.13A, 3.13B, 3.13C, 3.13D, 3.Fig19D and the Supporting Standard TEKS 3.12 by exposing students to a variety of informational texts and requiring them to identify the topic and explain the authors' purposes in writing informational texts.

How does it support the Readiness Standard(s)?

This standard supports the reading and analysis of informational texts (expository and procedural) by requiring students to read and comprehend a variety of informational texts from different cultural, historical, and contemporary backgrounds and viewpoints. Students determine the topic or subject of the text as they encounter the Readiness Standard TEKS K.10A.

May be adjusted according to local curriculum.



Academic Vocabulary

- Topic
- Informational text



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

This standard is addressed any time informational text is encountered. Students identify the topic of informational texts read aloud that represent a variety of cultural, historical, and contemporary backgrounds and viewpoints.

Kindergarten English Language Arts

(K.10) Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:

(C) discuss the ways authors group information in text;



Supporting the Readiness Standards

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

- This standard supports first, second and third grade Readiness Standards TEKS 1.14C, 2.14C, and 3.13C as students examine the relationship between different types of organizational structures.
- This standard serves as the foundation for recognizing the relationships between ideas in text in order to determine organizational patterns in expository texts, which is required in third through twelfth grade.

How does it support the Readiness Standard(s)?

This standard supports first, second, and third grade Readiness Standards TEKS 1.14C, 2.14C, and 3.13C by looking at the ways authors intentionally group information.

May be adjusted according to local curriculum.



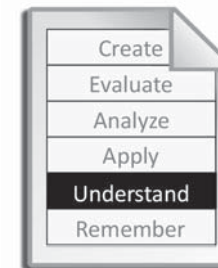
Rigor Implications

Verb

- Discuss

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Organizational structures provide a predictable organization of information which enhances the ability to understand the information presented. Students need to know that authors intentionally put like information together in order for the reader to be able to make connections between the information being presented. This helps readers to create deeper meaning and to remember what they have read.



Academic Vocabulary

- Information
- Group

Kindergarten English Language Arts

(K.11) Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) follow pictorial directions (e.g., recipes, science experiments);



Supporting the Readiness Standards

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

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

How does it support the Readiness Standard(s)?

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

May be adjusted according to local curriculum.



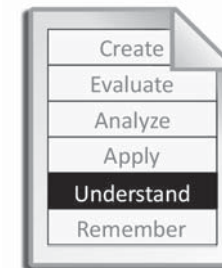
Rigor Implications

Verb

- Follow

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

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



Academic Vocabulary

- Pictorial direction

Kindergarten English Language Arts

(K.11) Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).



Supporting the Readiness Standards

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

- This standard partially supports the kindergarten Readiness Standard TEKS K.10D, first grade Readiness Standard TEKS 1.14D, and the third grade Readiness Standard TEKS 3.13D as text features are used to locate information in expository text. Signs and symbols are used as the basic form of text features and graphics.

How does it support the Readiness Standard(s)?

This standard partially supports third grade Readiness Standard TEKS 3.13D as students begin to explore the basic form of text features through signs and symbols.

May be adjusted according to local curriculum.



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

Signs are the simplest form of procedural texts. Understanding the purpose of signs and knowing how to gather and apply information from signs provides a relevant and authentic purpose for reading procedural texts.



Academic Vocabulary

- Sign
- Traffic Sign
- Warning Sign

Kindergarten English Language Arts

(K.12) Students understand how to glean and use information in procedural texts and documents. Students are expected to:



Supporting the Readiness Standards

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

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

How does it support the Readiness Standard(s)?

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

May be adjusted according to local curriculum.



Academic Vocabulary

- Image
- Graphic
- Sound
- Media



Rigor Implications

Verb

- Use
- Analyze

Level of Bloom's Taxonomy

- Applying
- Analyzing



Instructional Implications

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

Kindergarten English Language Arts

(K.12) 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 (with adult assistance) are expected to:

(A) identify different forms of media (e.g., advertisements, newspapers, radio programs);



Supporting the Readiness Standards

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

- This standard supports the concept that there are many forms of texts and media. Different forms of text and media require readers and audiences to consider the topic and purpose of the form in order to increase comprehension and understanding.
- This standard connects with kindergarten TEKS K.12B, which relates to identifying the techniques used in media. Students can determine what techniques are used in the different forms of media.
- This standard supports the kindergarten, second, and third grade Supporting Knowledge and Skills statement TEKS K.12, 2.16 and 3.16, which relate to students analyzing techniques in media and how they impact meaning. Different techniques are used in different forms of media.

How does it support the Readiness Standard(s)?

Students recognize that there are many different forms of texts and media. Knowing and recognizing these forms helps readers and audiences predict what text or media may be about, which leads to better comprehension and understanding.

May be adjusted according to local curriculum.



Academic Vocabulary

- Media
- Advertisement
- Newspaper
- Radio



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

Students need to be exposed to many different forms of media, including advertisements (both print and digital), newspapers, radio, websites, product labels, emails, television, etc. In kindergarten, students may require adult assistance to help them identify different forms of media.

Kindergarten English Language Arts

(K.12) 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 (with adult assistance) are expected to:

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



Supporting the Readiness Standards

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

- This standard provides the foundation for kindergarten, second, and third grade Supporting Knowledge and Skills statements TEKS K.12, 2.16 and 3.16, which relate to students analyzing techniques in media and how they impact meaning.
- This standard connects with Supporting Standard TEKS K.12A, in which students identify different forms of media. Different types of media use different techniques to communicate their message.

How does it support the Readiness Standard(s)?

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

May be adjusted according to local curriculum.



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

As students are exposed to different media forms, it is important to understand that media uses techniques such as sound and movement to communicate a message. Being able to identify these techniques will help students become more critical thinkers when exposed to media. In kindergarten, students may require adult assistance to help them identify the different techniques used in media.



Academic Vocabulary

- Technique
- Media
- Sound
- Movement

Kindergarten English Language Arts

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

(D) make inferences based on the cover, title, illustrations, and plot;



Supporting the Readiness Standards

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

- This standard supports inference in Readiness Standards for fictional and expository texts and serves as a Supporting Standard for poetry. This standard supports the Supporting Standard TEKS 7.8A as it relates to responding to rhyme and rhythm in poetry.
- In first, second, and third grades, this standard supports inference in Readiness Standards for fictional and expository texts and serves as a Supporting Standard in literary nonfiction and poetry.
- This standard continues to function as a Readiness Standard in fiction and expository text and a Supporting Standard in literary nonfiction, poetry, and drama in fourth grade and as a Readiness Standard in fiction and expository texts and Supporting Standard in literary nonfiction, poetry, drama, and persuasive texts in fifth grade.

How does it support the Readiness Standard(s)?

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

May be adjusted according to local curriculum.



Academic Vocabulary

- Inference
- Cover
- Illustration
- Plot



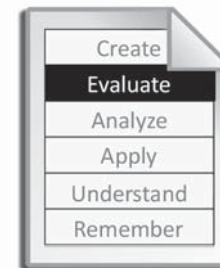
Rigor Implications

Verb

- Make Inferences (infer)

Level of Bloom’s Taxonomy

- Evaluating



Instructional Implications

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

Kindergarten English Language Arts

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

(E) retell or act out important events in stories;



Supporting the Readiness Standards

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

- This standard supports retelling in Readiness Standards for fictional and expository texts and serves as a Supporting Standard in poetry and procedural texts.
- This standard provides the foundation for third grade Readiness Standard 3.Fig19E in fiction and expository text and the third grade Supporting Standard 3.Fig19E in literary nonfiction and poetry, which relate to summarizing information in a variety of texts.

How does it support the Readiness Standard(s)?

This standard supports all Readiness and Supporting Standards in fiction, poetry, and informational texts where students are required to retell as a means of monitoring and clarifying comprehension and demonstrating understanding.

May be adjusted according to local curriculum.



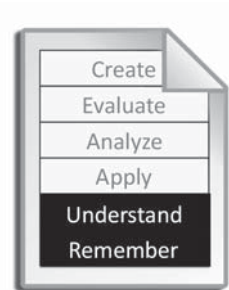
Rigor Implications

Verb

- Retell
- Act out

Level of Bloom’s Taxonomy

- Remembering
- Understanding



Instructional Implications

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



Academic Vocabulary

- Retell
- Events