

# READING



## SLAR TEKS Vertical Alignment

### Grades K–6

The *Spanish Language Arts and Reading (SLAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *SLAR TEKS* document. After kindergarten, the *SLAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–6, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

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## READING

Students read and understand a wide variety of literary and informational texts.

# Guide to the SLAR TEKS Reading Strand Across Grade Levels

Tagline and Applicable Grade Level							Knowledge and Skills Statement	CCRS Standard
<b>Beginning Reading/Print Awareness</b>							Students understand how Spanish is written and printed.	
K	1	2	3	4	5	6		
<b>Beginning Reading/Phonological Awareness</b>							Students display phonological awareness.	
K	1	2	3	4	5	6		
<b>Beginning Reading/Phonics</b>							<p>Grade K: Students use the relationships between letters and sounds and morphological analysis to decode written Spanish.</p> <p>Grades 1–2: Students use the relationships between letters and sounds to decode written Spanish.</p> <p>Grade 3: Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly complex texts.</p>	
K	1	2	3	4	5	6		
<b>Beginning Reading/Strategies</b>							Students comprehend a variety of texts drawing on useful strategies as needed.	
K	1	2	3	4	5	6		

Tagline and Applicable Grade Level							Knowledge and Skills Statement	CCRS Standard
<b>Fluency</b>							Students read grade level text with fluency and comprehension.	
K	1	2	3	4	5	6		
<b>Vocabulary Development</b>							Students understand new vocabulary and use it correctly when reading and writing.	<b>E/LAS (English/Language Arts Standards): Reading:</b> B. Understand new vocabulary and concepts and use them accurately in reading speaking, and writing.
K	1	2	3	4	5	6		
<b>Comprehension of Literary Text/Theme and Genre</b>							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.	<b>E/LAS: Reading:</b> C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
K	1	2	3	4	5	6		
<b>Comprehension of Literary Text/Poetry</b>							Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
K	1	2	3	4	5	6		
<b>Comprehension of Literary Text/Drama</b>							Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
K	1	2	3	4	5	6		
<b>Comprehension of Literary Text/Fiction</b>							Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
K	1	2	3	4	5	6		

Tagline and Applicable Grade Level							Knowledge and Skills Statement	CCRS Standard
<b>Comprehension of Literary Text/Literary Nonfiction</b>							Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
K	1	2	3	4	5	6		
<b>Comprehension of Literary Text/Sensory Language</b>							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.	
K	1	2	3	4	5	6		
<b>Comprehension Text/Independent Reading</b>							Students read independently for sustained periods of time and produce evidence of their reading.	<b>CDS (Cross-Disciplinary Standards):</b> D: Academic behaviors. E: Work habits.
K	1	2	3	4	5	6		
<b>Comprehension of Informational Text/Culture and History</b>							<p>Grades K–4: 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.</p> <p>Grades 5–6: Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text, including culturally relevant texts, to support their understanding.</p>	<b>E/LAS: Reading:</b> C. Describe analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
K	1	2	3	4	5	6		

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<b>Comprehension of Informational Text/Expository Text</b> <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> </div>	Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
<b>Comprehension of Informational Text/Persuasive Text</b> <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> </div>	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
<b>Comprehension of Informational Text/Procedural Text</b> <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> </div>	Students understand how to glean and use information in procedural texts and documents.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
<b>Comprehension Skills (Figure 19)</b> <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> </div>	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.	<b>CDS: I. Key Cognitive Skills.</b> D. Academic Behaviors <b>CDS: II. Foundational Skills.</b> A. Reading across the curriculum.
<b>Media Literacy</b> <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> </div>	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.	<b>E/LAS: Listening.</b> A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews)  <b>CDS: I. Key Cognitive Skills.</b> B. Reasoning <b>CDS: II. Foundational Skills.</b> E. Technology

# SLAR TEKS Reading Strand Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Print Awareness.</b>						
Students understand how Spanish is written and printed. Students are expected to:						
1(A) recognize that spoken words can be represented by print for communication;	1(A) recognize that spoken words are represented in written Spanish by specific sequences of letters;					
1(B) identify upper- and lower-case letters;	1(B) identify upper- and lower-case letters;					
1(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;						
1(D) recognize the difference between a letter and a printed word;						
	1(C) sequence the letters of the alphabet;					

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Print Awareness (cont.)</b>						
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);	1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue);	1(A) distinguish features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue).				
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;	1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;					
1(G) identify different parts of a book (e.g., front and back covers, title page).	1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).					
<b>Reading/Beginning Reading Skills/Phonological Awareness.</b>						
Students display phonological awareness. Students are expected to:						
2(A) identify a sentence made up of a group of words;						
2(B) identify syllables in spoken words;						

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Reading/Beginning Reading Skills/Phonological Awareness (cont.)						
2(C) orally generate rhymes in response to spoken words (e.g., “¿Qué rima con mesa?”);	2(A) orally generate a series of original rhyming words using a variety of endings (e.g., -ita, -osa, -ión);					
2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;					
2(E) recognize spoken alliteration or groups of words that begin with the same initial sound (e.g., “Pepe Pecas pica papas”);	2(B) recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed (e.g., “ma-lo” to “ma-sa”; “to-mo” to “co-mo”);					
2(F) blend spoken phonemes to form syllables and words (e.g., /m/ ... /a/ says ma, ma-pa says “mapa”);	2(C) blend spoken phonemes to form syllables and words (e.g., sol, pato);					
2(G) isolate the initial syllabic sound in spoken words (e.g., /pa/ta, /la/ta, /ra/ta);	2(E) identify syllables in spoken words, including diphthongs and <i>hiatus</i> (le-er, ri-o, quie-ro, na-die, ra-dio, sa-po): and					
2(H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).	2(F) separate spoken multi-syllabic words into two to four syllables (e.g., “ra-na”, “ma-qui-na”, “te-lé-fo-no”).					

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Phonics.</b> <b>(Grade K)</b> Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to: <b>(Grade 1)</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly complex texts. Students are expected to: <b>(Grades 2–3)</b> Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly complex texts. Students are expected to:						
3(A) decode the five vowel sounds;	3(A) decode the five vowel sounds;					
3(B) decode syllables;	3(B) decode syllables;					
3(C) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as “r,” “c,” and “g”;	3(C) use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as “r,” “c,” and “g”;					
3(D) decode the written “y” when used as a conjunction, as in “mamá y papá”;	3(D) decode the written “y” when used as a conjunction (e.g., “mamá y papá”);					
3(E) become familiar with the concept that “h” is silent;	3(F) decode words with the silent “h”;	2(C) decode words with silent “h” with increasing accuracy;	1(B) decode words with silent “h” with increasing accuracy;			
3(F) become familiar with the digraphs /ch/, /rr/;						

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Phonics (cont.)</b>						
3(G) become familiar with the concept that “ll” and “y” have the same sound (e.g., llave, ya);	3(H) decode words that have the same sounds represented by different letters (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “g” and “j,” as in gigante and jirafa; “c,” “k,” and “q,” as in casa, kilo, and quince; “s,” “z,” as in cereal, semilla, and zapato; “j” and “x,” as in cojín and México; “i” and “y,” as in imán and doy; “b” and “v,” as in burro and vela);	2(E) decode words that have same sounds represented by different letters with increased accuracy (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “g” and “j,” as in gigante and jirafa; “c,” “k,” and “q,” as in casa, kilo, and quince; “s,” “z,” as in cereal, semilla, and zapato; “j” and “x,” as in cojín and México; “i” and “y,” as in imán and doy; “b” and “v,” as in burro and vela);	1(D) develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “g” and “j,” as in gigante and jirafa; “c,” “k,” and “q,” as in casa, kilo, and quince; “s,” “z,” as in cereal, semilla, and zapato; “j” and “x,” as in cojín and México; “i” and “y,” as in imán and doy; “b” and “v,” as in burro and vela);			
3(H) use knowledge of consonant/ vowel sound relationships to decode syllables and words in text and independent of content (e.g. CV, VC, CVC, CVCV words);	3(E) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including:	2(A) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including:				

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading Skills/Phonics (cont.)</b>						
	(i) open syllable (e.g., CV, la ; VCV, ala ; CVCV, toma);	(i) open syllable (CV) (e.g., la/la- ta; to/to-ma,);				
	(ii) closed syllable (e.g., VC, un; CVC, mes);	(ii) closed syllable (CVC) (e.g., mes, sol);				
	(iii) consonant blends (e.g., bra/bra-zo; glo/glo-bo);	(v) consonant blends (e.g., bra/bra-zo; glo/glo-bo);				
	(iv) consonant digraphs (e.g., ch/ chi-le; ll/lla-ve; rr/pe-rro);	(vi) consonant digraphs (e.g., ch/ chi-le; ll/lla-ve; rr/pe-rro);				
		(iii) diphthongs (e.g., viernes, pie, fui);				
		(iv) hiatus (e.g., fideo, poeta);				
		2(B) use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);	1(A) use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dio);			
		2(F) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);	1(E) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Reading/Beginning Reading Skills/Phonics (cont.)						
	3(G) decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;	2(D) become familiar with words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;	1(C) decode words that use the syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;			
	3(I) identify the stressed syllable ( <i>silaba tónica</i> );	2(H) identify the stressed syllable ( <i>silaba tónica</i> );	1(F) identify the syllable that is stressed ( <i>silaba tónica</i> );			
	3(J) decode words with an orthographic accent (e.g., “papá”, “mamá”);	2(I) decode words with an orthographic accent (e.g., papá, avión);	1(G) decode words with an orthographic accent (e.g., día, también, después);			
	3(K) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida).	2(J) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama);	1(H) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas);			
3(I) recognize that new words are created when syllables are changed, added, or deleted.						
		2(G) identify and read abbreviations (e.g., Sr., Dra.).				
			1(I) monitor accuracy in decoding words that have same sound represented by different letters.			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Beginning Reading/Strategies.</b>						
Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:						
4(A) predict what might happen next in text based on the cover, title, and illustrations;	4(A) confirm predictions about what will happen next in text by “reading the part that tells”;	3(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	2(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;			
4(B) ask and respond to questions about texts read aloud.	4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;	3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;	2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;			
	4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	3(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	2(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Fluency.</b>						
Students read grade-level text with fluency and comprehension. Students are expected to:						
	5(A) read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	4(A) read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	3(A) read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	1(A) read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	1(A) read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	1(A) read aloud grade-level text with accuracy, expression, appropriate phrasing, and comprehension;
						1(B) use prosody when reading aloud grade-level text based on the reading purpose and the nature of the text.
<b>Reading/Vocabulary Development.</b>						
Students understand new vocabulary and use it when reading and writing. Students are expected to:						
5(A) identify and use words that name actions, directions, positions, sequences, and locations;	6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);					
		5(A) use prefixes and suffixes to determine the meaning of words (e.g., componer/ descomponer; obedecer/ desobedecer);	4(A) identify the meaning of common prefixes (e.g., ex-, des) and suffixes (e.g., -era, -oso) and know how they change the meaning of roots;	2(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;	2(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;	2(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Reading/Vocabulary Development (cont.)						
5(B) become familiar with grade appropriate vocabulary including content and function words;						
5(C) recognize that compound words are made by putting two words together (e.g., <i>saca + puntas = sacapuntas</i> );	6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., <i>paraguas</i> );					
	6(C) determine what words mean from how they are used in a sentence, either heard or read;	5(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words and homographs (e.g., <i>vino-la</i> bebida; <i>vino-del</i> verbo venir);	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;	2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	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;
5(D) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures);	6(D) identify and sort words into conceptual categories (e.g., opposites, living things);	5(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;	4(C) identify and use antonyms, synonyms, and homophones (e.g., <i>tubo, tuvo</i> );	2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:___ or girl:woman as boy:___);	2(C) produce analogies with known antonyms and synonyms;	2(C) complete analogies that describe part to whole or whole to part (e.g., motor:carro como aire:___ or carro:motor como llanta:___);

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Vocabulary Development (cont.)</b>						
			4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles);	2(D) identify the meaning of common idioms;	2(D) identify and explain the meaning of common idioms, adages, and other sayings;	
5(E) use a picture dictionary to find words.	6(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	5(D) alphabetize a series of words and use a dictionary or a glossary to find words.	4(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings and syllabication of unknown words.	2(E) use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words.	2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of words.	2(D) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of words.
<b>Reading/Comprehension of Literary Text/Theme and Genre.</b>						
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:						
6(A) identify elements of a story including setting, character, and key events;						
6(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	7(A) connect the meaning of a well-known story or fable to personal experiences;	6(A) identify moral lessons as themes in well-known fables, legends, myths, or stories;	5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories;	3(A) summarize and explain the lesson or message of a work of fiction as its theme;	3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;	3(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;
6(C) recognize sensory details;						

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Literary Text/Theme and Genre (cont.)</b>						
6(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.	7(B) explain the function of recurring phrases (e.g., “Había una vez” or “Colorín Colorado, este cuento se ha acabado”) in traditional folk- and fairy tales.	6(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	5(B) compare and contrast the settings in myths and traditional folktales.	3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	3(B) describe the phenomena explained in origin myths from various cultures;	3(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures;
					3(C) explain the effect of a historical event or movement on the theme of a work of literature.	3(C) compare and contrast the historical and cultural settings of two literary works.
<b>Reading/Comprehension of Literary Text/Poetry.</b>						
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						
7(A) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	8(A) respond to and use rhythm, rhyme, and alliteration in poetry.	7(A) describe how rhyme, rhythm, and repetition interact to create images in poetry.	6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	4(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	4(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	4(A) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Literary Text/Drama.</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:						
		8(A) identify the elements of dialogue and use them in informal plays.	7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	5(A) describe the structural elements particular to dramatic literature.	5(A) analyze the similarities and differences between an original text and its dramatic adaptation.	5(A) explain the similarities and differences in the setting, characters, and plot of a play, including original works in Spanish, and those in a film based upon the same story line.
<b>Reading/Comprehension of Literary Text/Fiction.</b> 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:						
8(A) retell a main event from a story read aloud;	9(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;	9(A) describe similarities and differences in the plots and settings of several works by the same author;	8(A) sequence and summarize the plot's main events and explain their influence on future events;	6(A) sequence and summarize the plot's main events and explain their influence on future events;	6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	6(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;
8(B) describe characters in a story and the reasons for their actions.	9(B) describe characters in a story and the reasons for their actions and feelings.	9(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	8(B) describe the interaction of characters including their relationships and the changes they undergo;	6(B) describe the interaction of characters including their relationships and the changes they undergo;	6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts;	6(B) recognize dialect and conversational voice and explain how authors use dialect to convey character;
			8(C) identify whether the narrator or speaker of a story is first or third person.	6(C) identify whether the narrator or speaker of a story is first or third person.	6(C) explain different forms of third-person points of view in stories.	6(C) describe different forms of point-of-view, including first- and third-person.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:						
	10(A) determine whether a story is true or a fantasy and explain why.	10(A) distinguish between fiction and nonfiction.	9(A) explain the difference in point of view between a biography and autobiography.	7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	7(A) identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.
<b>Reading/Comprehension of Literary Text/Sensory Language.</b> 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:						
	11(A) recognize sensory details in literary text.	11(A) recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	10(A) identify language that creates a graphic visual experience and appeals to the senses.	8(A) identify the author's use of similes and metaphors to produce imagery.	8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text.	8(A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Text/Independent Reading.</b> Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:						
	12(A) read independently for a sustained period of time.	12(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	11(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	9(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	9(A) read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	
<b>Reading/Comprehension of Informational Text/Culture and History.</b> (Grades K–4) 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: (Grades 5–6) Students analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text, including culturally relevant texts, to support their understanding. Students are expected to:						
9(A) identify the topic of an informational text heard.	13(A) identify the topic and explain the author’s purpose in writing the text.	13(A) identify the topic and explain the author’s purpose in writing the text.	12(A) identify the topic and locate the author’s stated purposes in writing the text.	10(A) explain the difference between a stated and an implied purpose for an expository text.	10(A) draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved.	9(A) compare and contrast the stated or implied purposes of different authors writing on the same topic.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:						
10(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	14(A) restate the main idea, heard or read;	14(A) identify the main idea in a text and distinguish it from the topic;	13(A) identify the details or facts that support the main idea;	11(A) summarize the main idea and supporting details in text in ways that maintain meaning;	11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;	10(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;
10(B) retell important facts in a text, heard or read;	14(B) identify important facts or details in text, heard or read;	14(B) locate the facts that are clearly stated in a text;	13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	11(B) distinguish fact from opinion in a text and explain how to verify what is a fact;	11(B) determine the facts in text and verify them through established methods;	10(B) explain whether facts included in an argument are used for or against an issue;
10(C) discuss the ways authors group information in text;	14(C) retell the order of events in a text by referring to the words and/or illustrations;	14(C) describe the order of events or ideas in a text;	13(C) identify explicit cause and effect relationships among ideas in texts;	11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;	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;	10(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Informational Text/Expository Text (cont.)</b>						
10(D) use titles and illustrations to make predictions about text.	14(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	14(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.	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.	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.	11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information;	
					11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	10(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
<b>Reading/Comprehension of Informational Text/Persuasive Text.</b>						
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:						
			14(A) identify what the author is trying to persuade the reader to think or do.	12(A) explain how an author uses language to present information to influence what the reader thinks or does.	12(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument;	11(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Comprehension of Informational Text/Persuasive Text (cont.)</b>						
					12(B) recognize exaggerated, contradictory, or misleading statements in text.	11(B) identify simply faulty reasoning used in persuasive texts.
<b>Reading/Comprehension of Informational Text/Procedural Texts.</b>						
Students understand how to glean and use information in procedural texts and documents. Students are expected to:						
11(A) follow pictorial directions (e.g., recipes, science experiments);	15(A) follow written multi-step directions with picture cues to assist with understanding;	15(A) follow written multi-step directions;	15(A) follow and explain a set of written multi-step directions;	13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe);	13(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures;	12(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures;
11(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	15(B) explain the meaning of specific signs and symbols (e.g., map features).	15(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	15(B) locate and use specific information in graphic features of text.	13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	12(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Reading/Media Literacy.</b> 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:						
12(A) identify different forms of media (e.g., advertisements, newspapers, radio programs) (with adult assistance);	16(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance);	16(A) recognize different purposes of media (e.g., informational, entertainment);	16(A) understand how communication changes when moving from one genre of media to another;	14(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	13(A) explain messages conveyed in various forms of media;
12(B) identify techniques used in media (e.g., sound, movement) (with adult assistance).	16(B) identify techniques used in media (e.g., sound, movement).	16(B) describe techniques used to create media messages (e.g., sound, graphics);	16(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound);	14(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects);	14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);	13(B) recognize how various techniques influence viewers' emotions;
					14(C) identify the point of view of media presentations;	13(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages;
		16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).	16(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	14(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	14(D) analyze various digital media venues for levels of formality and informality.	13(D) analyze various digital media venues for levels of formality and informality.