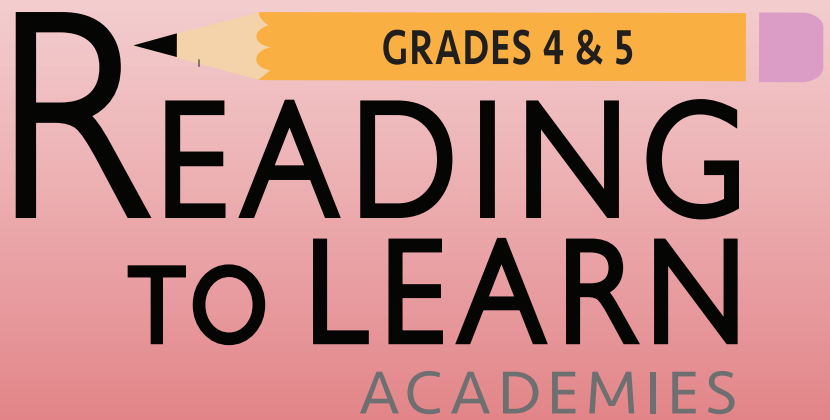


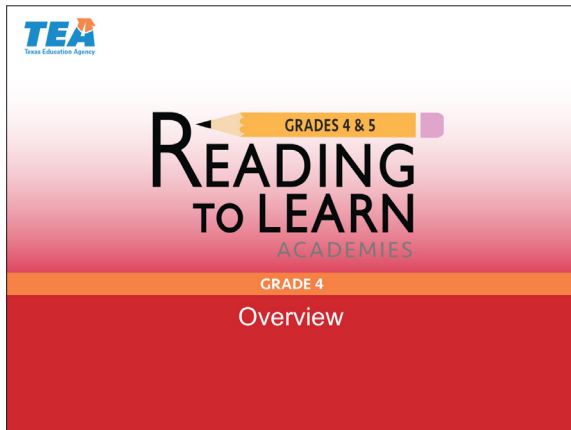


Overview

Participant Notes




GRADE 4




Grade 4 Reading to Learn Academy

- Enhance your knowledge of effective instructional practices
- Examine research-based practices for teaching all students



Participant Materials

- Participant notes
- Handouts, which include resources, activities, lesson ideas, and references
- Agenda
- Grade 4 Literacy Block handout
- English Language Learner Scaffolding Planning Guide
- Supply pouch
- *ELPS Academy Linguistic Instructional Alignment Guide*
- Glossary
- Cardstock for name tent

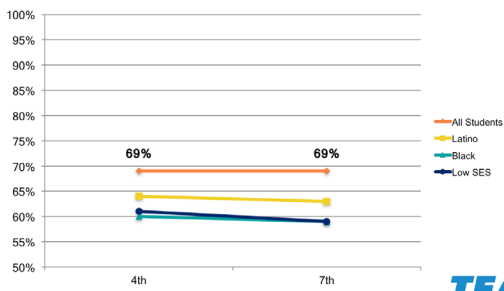


Latest Scores for Grade 4 Reading

- 2015 National Assessment of Educational Progress (NAEP): **69 percent below or at basic**
- 2016 State of Texas Assessments of Academic Readiness (STAAR): **25 percent unsatisfactory (Level 1)**



2016 STAAR Writing: Grades 4 and 7 (Satisfactory Level)



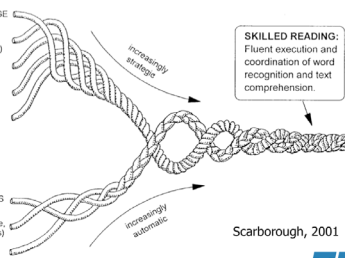
Reading to Learn

LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)




Scarborough, 2001



Texas Essential Knowledge and Skills


Organization:

- Strands
- Subcategories
- Student expectations
- Comprehension Skills (Figure 19)




Components of Literacy and the TEKS

- Using Handouts 2 and 3, match the threads of the reading rope with the TEKS.
- Write your answers on Handout 4.




English Language Proficiency Standards

- The ELPS are language development standards that must be implemented as an integral part of instruction in the TEKS.
- Student expectations are grouped under the four domains of language development: listening, speaking, reading, and writing.
- Planning linguistically accommodated instruction that addresses the ELPS allows English language learners to develop English while meeting the TEKS.



Components of Literacy and the ELPS


- Using the *ELPS Academy Linguistic Instructional Alignment Guide*, match the threads of the reading rope with the ELPS expectations.
- Write your answers on Handout 4.



The Challenge

“Teaching reading really is rocket science.”

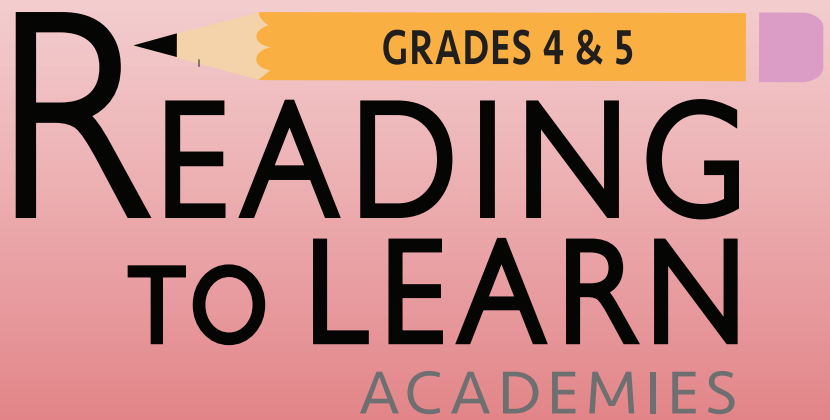
— Moats, 1999





Overview

Handouts



GRADE 4

The Reading Rope

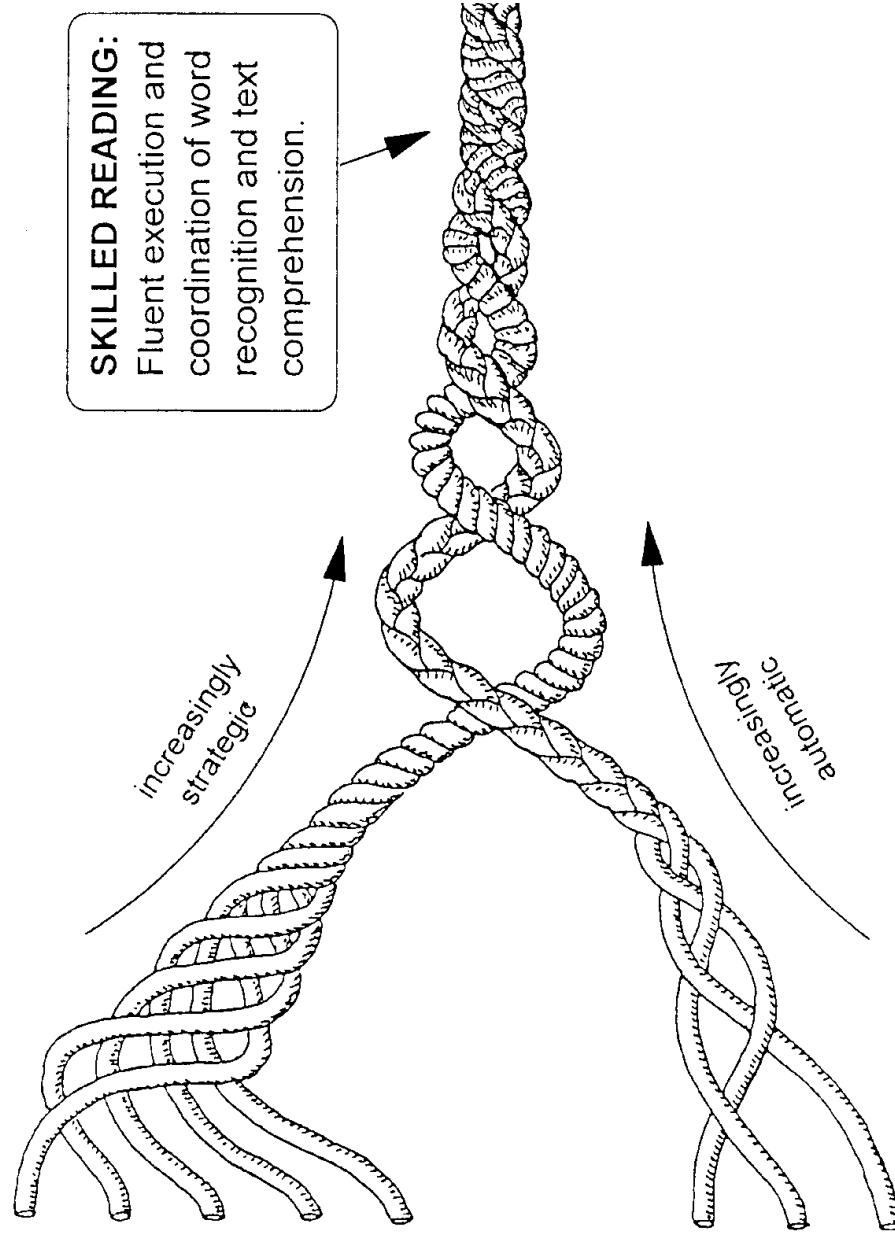
The Many Strands That are Woven Into Skilled Reading

LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
- VOCABULARY
(breadth, precision, links, etc.)
- LANGUAGE STRUCTURES
(syntax, semantics, etc.)
- VERBAL REASONING
(inference, metaphor, etc.)
- LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

- PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
- DECODING (alphabetic principle,
spelling-sound correspondences)
- SIGHT RECOGNITION
(of familiar words)



Grades 3–6 English Language Arts and Reading TEKS Alignment

Excerpted and adapted from Texas Administrative Code (TAC), Title 19, Part II, Chapter 110, Subchapter A. Elementary

LISTENING, SPEAKING, AND ORAL/WRITTEN CONVENTIONS	Grammar and Syntax						
		3	4	5	6	6	6
	Differentiate between active and passive voice and know how to use both						
	Use complete simple and compound sentences with correct subject-verb agreement						6
	Use the complete subject and complete predicate in a sentence						
	Understand and use in reading, writing, and speaking: Transition words (time-order = G3–G4; conclusion = G4; related to text's organization = G6)						
	Understand and use in reading, writing, and speaking: Coordinating conjunctions (G3), correlative conjunctions (G4), subordinating conjunctions (G5–G6)						
	Understand and use in reading, writing, and speaking: Pronouns (possessive = G3; reflexive = G4; indefinite = G5–G6)	3					
	Understand and use in reading, writing, and speaking: Prepositions and prepositional phrases (to convey location, time, direction, or detail)						
	Understand and use in reading, writing, and speaking: Adverbs (time = G3; manner = G3; frequency = G4–G5; intensity = G4–G5; conjunctive = G6)	3					
	Understand and use in reading, writing, and speaking: Adjectives (descriptive, including purpose = G4, origins = G5, predicate = G6; comparative/superlative forms = G4–G6)		4	5	6		
	Understand and use in reading, writing, and speaking: Adjectives (articles/limiting)						
	Understand and use in reading, writing, and speaking: Nouns (singular/plural, common/proper = G3–G4; collective = G5; noncount = G6)						
	Understand and use in reading, writing, and speaking: Verbs (past, present, and future = G3; irregular verbs = G4; active voice = G5–G6; passive voice = G6)	3	4				
	Participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement			5	6		
	Participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others	3	4				
	Give organized presentation (with specific point of view = G6) using eye contact, speaking rate, volume, enunciation, natural gestures, and language conventions			5	6		
	Express an opinion supported by accurate information using eye contact, speaking rate, volume, enunciation, and language conventions to communicate ideas effectively		4				
	Speak coherently about topic under discussion using eye contact, speaking rate, volume, enunciation, and language conventions to communicate ideas effectively	3					
	Paraphrase the major ideas and supporting evidence in formal and informal presentations				6		
	Determine both main and supporting ideas in the speaker's message						
	Follow, restate (G5), and give oral instructions that include multiple action steps			5	6		
	Follow, restate, and give oral instructions that involve a series of related sequences of action	3	4				
	Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective			5	6		
	Listen attentively to speakers, ask relevant questions, and make pertinent comments	3	4				

WRITING	Literary (Stories)	Write imaginative stories that include dialogue that develops the story					
		Write imaginative stories that include a specific, believable setting created through the use of sensory details					
		Write imaginative stories that include a clearly defined focus, plot, and point of view			5	6	
		Write imaginative stories that build the plot to a climax and contain details about the characters and setting	3				
	Writing Process	Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience (G4) or appropriate audience (G5–G6)		4	5	6	
		Publish written work for a specific audience	3				
		Edit drafts for grammar, mechanics, and spelling			5	6	
		Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric	3	4			
		Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger text units after rethinking how well questions of purpose, audience, and genre have been addressed			5	6	
		Revise drafts for coherence, organization, use of simple/compound sentences, and audience	3	4			
		Develop drafts by choosing an appropriate organizational strategy and building on ideas to create a focused, organized, and coherent piece of writing			5	6	
		Develop drafts by categorizing ideas and organizing them into paragraphs	3	4			
		Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies, and developing a thesis/controlling idea			5	6	
		Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies		4			
	WRITTEN CONVENTIONS	Punctuation	Use correct mechanics, including paragraph indentations (G3), italics and underlining for titles and emphasis (G5), and book titles (G6)	3		5	
			Recognize and use parentheses, brackets, and ellipses				
			Recognize and use proper punctuation and spacing for quotations			5	6
			Recognize and use quotation marks				
			Recognize and use commas (in series and dates = G3; in compound sentences = G4–G6)		4	5	6
Recognize and use apostrophes in contractions and possessives		3					
Capitalization		Use capitalization for abbreviations, initials and acronyms, and organizations			5	6	
		Use capitalization for historical events and documents; titles of books, stories, and essays; and languages, races, and nationalities		4			
		Use capitalization for official titles of people, geographical names and places, and historical periods	3				
Handwriting		Write legibly by selecting cursive or manuscript printing as appropriate		4			
	Write legibly in cursive script with spacing between words and sentences	3					

RESEARCH	Plan	Generate a research plan for gathering relevant information about the research question	3	4		
		Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic			5	6
WRITING (CONTINUED)	Persuasive	Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the research topic	3	4		
		Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			5	6
	Expository and Procedural	Write persuasive essays for appropriate audiences that establish a position and use supporting details	3	4		
		Produce a multimedia presentation involving text and graphics using available technology				
		Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding		4	5	6
		Write responses to literary or expository texts that show an understanding of the text	3			
		Write formal (G5) and informal (G5–G6) letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions			5	6
		Write letters whose language is tailored to the audience and purpose and that use appropriate conventions	3	4		
		Create multiparagraph essays about a topic that use a variety of sentence structures and transitions to link paragraphs				
		Create multiparagraph essays about a topic that include specific facts, details, and examples in an appropriately organized structure				
		Create multiparagraph essays about a topic that guide and inform the reader's understanding of key ideas and evidence				
		Create multiparagraph essays about a topic that present effective introductions and concluding paragraphs			5	6
		Create brief compositions that include supporting sentences with simple facts, details, and explanations				
		Create brief compositions that contain a concluding statement				
	Create brief compositions that establish a central idea in a topic sentence	3	4			
	Literary (Poems and Personal Narratives)	Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences				6
		Write a personal narrative that conveys thoughts and feelings about an experience			5	
		Write about important personal experiences	3	4		
		Write poems using graphic elements (e.g., capital letters, line length)				
		Write poems using figurative language (e.g., similes, metaphors)				
Write poems using poetic techniques (e.g., alliteration, onomatopoeia)				5	6	
Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)		3	4			

PHONICS, DECODING, AND SPELLING	Spelling	Spell advanced patterns: Consonant changes (e.g., /t/ to /sh/ in <i>select/selection</i>); vowel changes (e.g., long to short in <i>crime/criminal</i>); and silent and sounded consonants (e.g., <i>haste/hasten, sign/signal</i>)			5	
		Spell advanced patterns: Double consonants, plural rules, irregular plurals, ways to spell /sh/, silent letters		4		
		Spell advanced patterns: Complex consonants, double consonants, consonant doubling/dropping final e/changing y to i when adding an ending, abstract vowels				
		Use knowledge of letter sounds, word parts, word segmentation, and syllables to spell				
	Phonics and Decoding	Monitor accuracy of decoding				
		Identify and read contractions				
		Use syllable patterns to decode: Closed, open, final stable, VCe, vowel teams, vowel-r				
		Decode spelling patterns: Using knowledge of common prefixes and suffixes and of derivational affixes				
		Decode spelling patterns: Dropping final e, doubling final consonants, and changing final y to i when adding inflectional endings				
		Decode multisyllabic words in context and isolation by applying common spelling patterns	3			
RESEARCH (CONTINUED)	Organize and Present	Use quotations to support ideas and an appropriate form of documentation to acknowledge sources				
		Present findings in a consistent format			5	6
		Draw conclusions through a brief written explanation and create works-cited page	3	4		
		Develop a topic sentence, summarize findings, and use evidence to support conclusions				
	Synthesize	Compile important information from multiple sources				
		Evaluate the relevance, validity, and reliability of sources for the research				
		Refine the major research question, if necessary, guided by the answers to a secondary set of questions			5	6
	Gather Sources	Improve focus of research as a result of consulting expert sources				
		Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources	3	4		
		Identify the source of notes and record bibliographic information concerning those sources according to a standard format			5	6
Identify the author, title, publisher, and publication year of sources		3	4			
Record data using available technology to see the relationships between ideas and convert graphic or visual data into written notes				5	6	
Take simple notes and sort evidence into provided categories or an organizer		3	4			
Differentiate between primary and secondary sources				5	6	
Use skimming or scanning techniques to identify data by looking at text features		3	4			
Follow a research plan to collect data from a range of print and electronic resources and data from experts				5	6	
Follow a research plan to collect information from multiple sources of information (e.g., surveys; inspections; interviews; data from experts, texts, online searches)	3	4				

VOCABULARY	Dictionary Use	Use a dictionary, glossary, or thesaurus (print or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words			5	6	
		Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words		4			
		Alphabetize a series of words to the third letter and use a dictionary to determine the meanings, syllabication, and pronunciation of unknown words	3				
	Language	Explain the meanings of foreign words and phrases commonly used in written English				6	
		Identify and explain the meanings of common idioms, adages, and other sayings			5		
		Identify the meaning of common idioms		4			
		Identify and apply playful uses of language	3				
	Word Relationships	Complete analogies that describe part to whole or whole to part				6	
		Produce analogies with known antonyms and synonyms			5		
		Complete analogies using knowledge of antonyms and synonyms		4			
		Identify and use antonyms, synonyms, homographs, and homophones	3				
	Context Clues	Use context (e.g., organizational text structures) to determine or clarify the meaning of unfamiliar or multiple-meaning words				6	
		Use the context of the sentence to determine or clarify (G5) the meaning of unfamiliar words or multiple-meaning words		4	5		
		Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words and homographs	3				
	Morphology	Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes		4	5	6	
		Identify the meaning of common prefixes and suffixes and know how they change the meaning of roots	3				
	FLUENCY	Fluency	Adjust fluency when reading aloud grade-level text based on reading purpose and nature of the text				6
			Read aloud grade-level text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	3	4		
	PHONICS, DECODING, & SPELLING (CONT.)	Spelling (continued)	Know how to use the spell-check function in word-processing while understanding its limitations				
			Use spelling patterns and rules and print and electronic resources to determine and check correct spellings		4	5	6
Use print and electronic resources to find and check correct spellings			3				
Differentiate between commonly confused terms (e.g., <i>its/it's</i> , <i>affect/effect</i>)					5	6	
Spell single-syllable homophones (G3) and commonly used homophones (G4)				4			
Spell complex contractions (e.g., <i>should've</i> , <i>won't</i>)							
Spell high-frequency words from a commonly used list			3				
Spell words with Greek roots, Latin roots, Greek suffixes, and Latin-derived suffixes					5		
Spell base words and roots with affixes				4			
Spell compound words and words with common syllable patterns			3				

READING COMPREHENSION	Literary Texts: Fiction	Describe different forms of point of view, including first- and third-person				6
		Explain different forms of third-person point of view in stories			5	
		Identify whether the narrator or speaker of a story is first or third person	3	4		
		Recognize dialect and conversational voice and explain how authors use dialect to convey character				6
		Explain characters' roles/functions in various plots, including relationships/conflicts			5	
		Describe characters' interactions, including relationships and changes they undergo	3	4		
		Summarize elements of plot development (e.g., rising action) in various fictional works				6
		Describe incidents that advance the story or novel, explaining how each gives rise to or foreshadows future events			5	
		Sequence and summarize the plot's main events and explain their influence on future events	3	4		
	Literary Texts: Theme/Genre	Compare and contrast the historical and cultural settings of two literary works				6
		Explain the effect of a historical event or movement on the theme of a work of literature			5	
		Analyze the function of stylistic elements in traditional and classical literature from various cultures				6
		Describe the phenomena explained in origin myths from various cultures			5	
		Compare and contrast the adventures or exploits of characters in traditional and classical literature		4		
		Compare and contrast the settings in myths and traditional folktales	3			
		Infer the implicit theme of a fictional work, distinguishing theme from topic				6
		Compare and contrast the themes or moral lessons of several works of fiction from various cultures			5	
		Summarize and explain the lesson or message of a work of fiction as its theme		4		
		Paraphrase themes and supporting details of fables, legends, myths, or stories	3			
Sensory Language	Explain how authors create meaning through stylistic elements and figurative language, emphasizing the use of personification, hyperbole, and refrains				6	
	Evaluate the impact of sensory details, imagery, and figurative language in literary text			5		
	Identify the author's use of similes and metaphors to produce imagery		4			
	Identify language that creates a graphic, visual experience and appeals to the senses					
BEG. READING STRATEGIES	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, rereading)					
	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text					
	Use ideas (e.g., illustrations, titles, key words) to make and confirm predictions					
INDEP. READING	Read independently for a sustained period of time and paraphrase (G3–G5) or summarize (G5) what the reading was about, maintaining meaning and logical order	3	4	5		

READING COMPREHENSION (CONTINUED)	Media Literacy	Analyze various digital media venues for levels of formality and informality			5	6
		Compare various written conventions used for digital media	3	4		
		Recognize how various techniques influence viewers' emotions				6
		Identify the point of view of media presentations			5	
		Critique persuasive techniques used in media messages				6
		Consider difference in techniques used in media			5	
		Explain how various design techniques used in media influence the message	3	4		
		Explain messages conveyed in various forms of media				6
		Explain how messages conveyed in various forms of media are presented differently			5	
		Explain the positive and negative impacts of advertisement techniques used in various genres of media to affect consumer behavior		4		
		Understand how communication changes when moving from one media genre to another	3			
		Procedural Texts	Interpret factual (G5–G6), quantitative (G5–G6), or technical (G6) information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams			5
	Explain factual information presented graphically			4		
	Locate and use specific information in graphic features of text		3			
	Follow multitask instructions to complete a task, solve a problem, or perform procedures					6
	Interpret details from procedural text to complete a task, solve a problem, or perform procedures				5	
	Determine the sequence of activities needed to carry out a procedure			4		
	Follow and explain written multistep directions		3			
	Persuasive	Identify faulty reasoning used in persuasive texts				6
		Recognize exaggerated, contradictory, or misleading statements in text			5	
		Compare and contrast structure and viewpoints of two different authors writing for same purpose, noting the stated claim and supporting evidence				6
		Identify an author's viewpoint or position and explain basic relationships among ideas in the argument			5	
		Explain how an author uses language to present information to influence what the reader thinks or does		4		
	Identify what the author is trying to persuade the reader to think or do	3				

Comprehension Skills (2009 English Language Arts and Reading TEKS, Figure 19)

Figure: 19 TAC §110.10(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter A. Elementary
Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) 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); (B) ask and respond to questions about text;	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension; (B) ask literal questions of text;	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) establish purposes for reading selected texts based upon content to enhance comprehension; (B) ask literal questions of text;	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text;

Figure: 19 TAC §110.10(b)
 19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 <i>English Language Arts and Reading</i>)	First Grade (§110.12 <i>English Language Arts and Reading</i>)	Second Grade (§110.13 <i>English Language Arts and Reading</i>)	Third Grade (§110.14 <i>English Language Arts and Reading</i>)	Fourth Grade (§110.15 <i>English Language Arts and Reading</i>)	Fifth Grade (§110.16 <i>English Language Arts and Reading</i>)
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>	

Comprehension Skills (2009 Spanish Language Arts and Reading TEKS, Figure 19)

Figure: 19 TAC §128.10(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language Subchapter A. Elementary Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) 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);</p> <p>(B) ask and respond to questions about text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Figure: 19 TAC §128.10(b)
 19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
 Subchapter A. Elementary
 Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud); (D) make inferences based on the cover, title, illustrations, and plot; (E) retell or act out important events in stories; and (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud); (D) make inferences about text and use textual evidence to support understanding; (E) retell or act out important events in stories in logical order; and (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); (D) make inferences about text using textual evidence to support understanding; (E) retell important events in stories in logical order; and (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

Aligning the Reading Rope, TEKS, and ELPS

Components of the Reading Rope	English and Spanish Language Arts and Reading TEKS Subcategories	ELPS Language Domain(s)
LANGUAGE COMPREHENSION		
Background knowledge (facts, concepts, etc.)		
Vocabulary (breadth, precision, links, etc.)		
Language structures (syntax, semantics, etc.)		
Verbal reasoning (inferences, metaphors, etc.)		
Literacy knowledge (print concepts, genres, etc.)		
Increasingly strategic		

Components of the Reading Rope	English and Spanish Language Arts and Reading TEKS Subcategories	ELPS Language Domain(s)
WORD RECOGNITION		
Phonological awareness (syllables, phonemes, etc.)		
Decoding (alphabetic principle, spelling-sound correspondences)		
Sight Recognition (of familiar words)		
Increasingly automatic		

Adapted from Scarborough, 2001.

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