Texas Education Agency

Overview

Participant Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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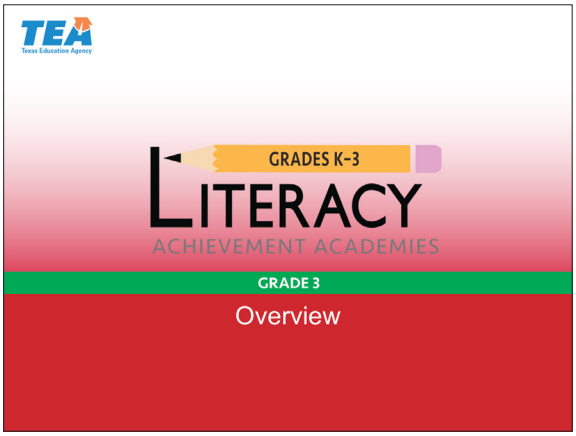

Grade 3 Literacy Achievement Academy

- 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 3 Literacy Block handout
- English Language Learner Scaffolding Planning Guide
- Supply pouch
- *ELPS Academy Linguistic Instructional Alignment Guide*
- Glossary
- Cardstock for name tent

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Grade 3 Literacy Achievement Academy Guiding Questions

- How would this instruction benefit your English language learners (ELLs)?
- How would this instruction benefit your struggling students?
- How would this instruction benefit your gifted students?

Slide Icons Key

Icon	What It Means
	Additional resource
	Handout
	Group activity
	Video

Agenda

Grade 3 Literacy Achievement Academy

DAY 1	DAY 2	DAY 3
MORNING		
Academy Overview Supporting All Learners	Fluency Vocabulary	Writing
AFTERNOON		
Word Study and Recognition	Comprehension	Using Assessment Data Putting It All Together

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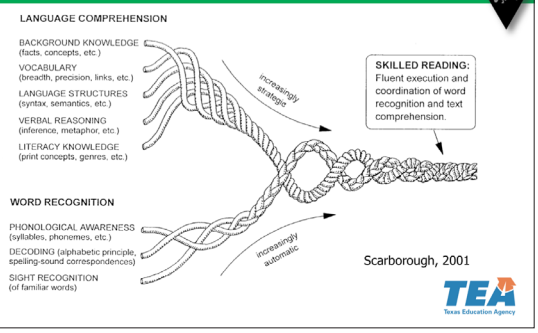
Latest Scores for Grade 4 Reading

- 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)

We can do better!

Learning to Read



Scarborough, 2001

Texas Essential Knowledge and Skills

Organization:

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

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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.

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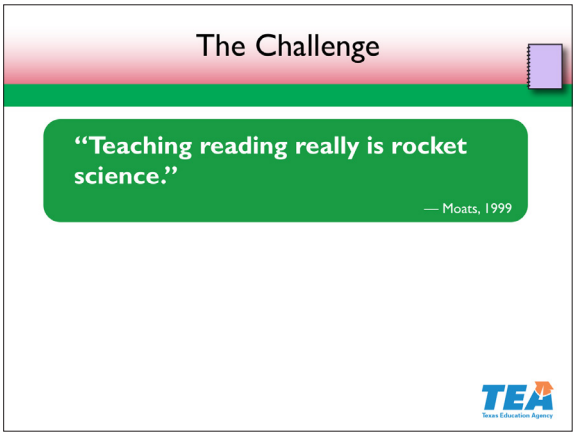

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Texas Education Agency

Overview

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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The Reading Rope

The Many Strands That are Woven Into Skilled Reading

LANGUAGE COMPREHENSION

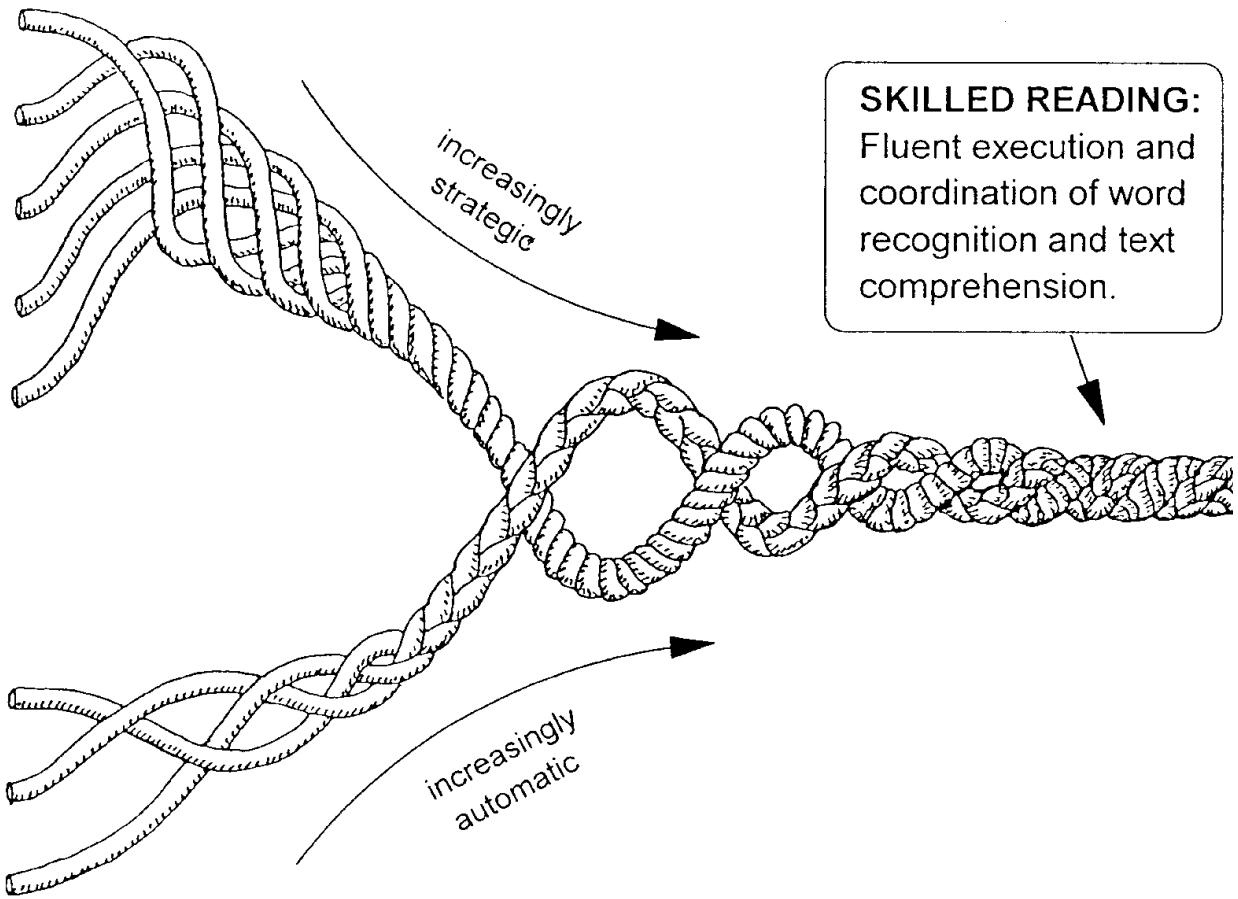
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

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)

Adapted from Scarborough, 2001.

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Grades 1–4 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 AND WRITTEN CONVENTIONS	Grammar and Syntax	Distinguish among declarative and interrogative sentences		2		
		Ask questions with appropriate subject-verb inversion	1			
		Use complete simple and compound sentences with correct subject-verb agreement			3	4
		Use the complete subject and complete predicate in a sentence			3	4
		Speak in (G1) and use (G2) complete sentences with correct subject-verb agreement	1	2		
		Understand and use in reading, writing, and speaking: Transitions that indicate a conclusion			3	4
		Understand and use in reading, writing, and speaking: Time-order transition words	1	2	3	4
		Understand and use in reading, writing, and speaking: Coordinating conjunctions (G3) and correlative conjunctions (G4)			3	4
		Understand and use in reading, writing, and speaking: Pronouns (possessive = G3; reflexive = G4)	1	2	3	4
		Understand and use in reading, writing, and speaking: Prepositions and prepositional phrases (to convey location, time, direction, or detail = G4)	1	2	3	4
		Understand and use in reading, writing, and speaking: Adverbs (time = G1–G3; manner = G2–G3; frequency = G4; intensity = G4)	1	2	3	4
		Understand and use in reading, writing, and speaking: Adjectives (descriptive, including purpose; comparative and superlative forms)				4
		Understand and use in reading, writing, and speaking: Adjectives (descriptive = G1–G4; articles = G2–G3; limiting = G3)	1	2	3	4
		Understand and use in reading, writing, and speaking: Nouns (singular and plural, common and proper)	1	2	3	4
		Understand and use in reading, writing, and speaking: Verbs (irregular)				4
		Understand and use in reading, writing, and speaking: Verbs (past, present, and future)	1	2	3	4
	Listening and Speaking	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
		Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	1	2		
		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 the topic under discussion, using eye contact, speaking rate, volume, enunciation, and language conventions to communicate ideas effectively			3	
		Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using conventions of language	1	2		
		Follow, restate, and give oral instructions that involve a series of related sequences of action			3	4
		Follow, restate, and give oral instructions that involve a short related sequence of actions	1	2		
		Listen attentively to speakers, ask relevant questions to clarify information (G1–G2), and make pertinent comments (G3–G4)	1	2	3	4

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WRITING	Literary	Write about important personal experiences			3	4
		Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)				
		Write short poems that convey sensory details	1	2		
		Write imaginative stories that build the plot to a climax and contain details about the characters and setting			3	4
		Write brief stories that include a beginning, middle, and end	1	2		
	Writing Process	Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience				4
		Publish written work for a specific audience			3	
		Publish and share writing with others	1	2		
		Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric			3	4
		Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	1	2		
		Revise drafts for coherence, organization, use of simple and compound sentences, and audience			3	4
		Revise drafts by adding and deleting words, phrases, or sentences	1	2		
		Develop drafts by categorizing ideas and organizing them into paragraphs			3	4
		Develop drafts by sequencing ideas through writing sentences	1	2		
		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			3	4
		Plan a first draft by generating ideas for writing	1	2		
WRITTEN CONVENTIONS	Punctuation	Use correct mechanics including paragraph indentations			3	
		Recognize and use quotation marks				
		Recognize and use commas (in series and dates = G3; in compound sentences = G4)				4
		Recognize and use apostrophes in contractions and possessives			3	
		Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences	1	2		
	Capitalization	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, historical periods			3	
		Use capitalization for proper nouns, months and days of the week, and the salutation and closing of a letter		2		
		Recognize and use capitalization for beginning of sentences, pronoun *I*, and names of people	1			
	Handwriting	Write legibly by selecting cursive or manuscript printing as appropriate				4
		Write legibly in cursive script with spacing between words and sentences			3	
		Write legibly and leave appropriate margins for readability		2		
		Form uppercase and lowercase letters legibly in text, using basic print conventions (left-to-right, top-to-bottom), including spacing between words and sentences	1			

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RESEARCH	Synthesis/Org.	Draw conclusions through a brief written explanation and create a works-cited page			3	4
		Create visual display/dramatization to convey the research results (with adult help = G1)	1	2		
		Improve focus of research as a result of consulting expert sources			3	4
		Revise the topic as a result of answers to initial research questions (with adult help = G1)	1	2		
	Gather Sources	Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources				
		Identify the author, title, publisher, and publication year of sources				
		Take simple notes and sort evidence into provided categories or an organizer			3	4
		Record basic information in simple visual formats (with adult assistance = G1)	1	2		
		Use skimming/scanning techniques to identify data by looking at text features			3	4
		Use text features in references to locate information (with adult assistance = G1)	1	2		
		Follow research plan to collect information from multiple sources of information (surveys, inspections, interviews, data from experts/texts/online searches, etc.)			3	4
		Gather evidence from available sources and interviews with local experts (with adult assistance = G1)	1	2		
	Plan	Generate research plan for gathering relevant information about the research question			3	4
		Decide what sources of information might be relevant to answer the questions (with adult assistance = G1)	1	2		
		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
		Generate a list of topics of classwide interest and formulate open-ended questions about one or two of the topics (with adult assistance = G1)	1	2		
WRITING (continued)	Persuasive	Write persuasive essays for appropriate audiences that establish a position and use supporting details			3	4
		Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community		2		
	Expository and Procedural	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding				4
		Write responses to literary or expository texts that show an understanding of the text			3	
		Write brief comments on literary or informational texts	1	2		
		Write letters whose language is tailored to the audience and purpose and that use appropriate conventions			3	4
		Write short letters that put ideas in chronological or logical sequence and use appropriate conventions	1	2		
		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
		Write brief compositions about topics of interest to the student	1	2		

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PHONOLOGICAL AWARENESS, PHONICS, AND SPELLING	Spelling	Use resources (print and electronic = G3–G4) to find and check correct spellings	1	2		
		Spell homophones: Single syllable (G3) and commonly used (G4)				4
		Spell contractions: Simple (G2) and complex (G3)				
		Spell high-frequency words from a commonly used list	1	2	3	
		Spell base words and roots with affixes				4
		Spell compound words and words with common syllable patterns			3	
		Spell base words with inflectional endings	1	2		
		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			3	
		Spell words with orthographic patterns and rules: Complex consonants, long vowels, vowel-*r*, vowel digraphs and diphthongs		2		
		Use letter sounds to spell: CVC words, VC*e* words, and words with blends	1			
		Use knowledge of letter sounds, word parts, word segmentation, and syllables to spell			3	
		Use phonological awareness to match sounds to letters to spell unknown words				
	Phonics	Monitor accuracy of decoding			3	
		Identify and read high-frequency words from a list (100 = G1; 300 = G2)	1			
		Identify and read abbreviations				
		Identify and read contractions	1		3	
		Read words with common prefixes		2		
		Read words with inflectional endings				
		Use knowledge of base words to identify and read common compound words				
		Use syllable patterns to decode: Closed, open, final stable, VC*e*, vowel teams, vowel-*r*	1	2		
		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			3	
		Decode spelling patterns: Single letters, consonant blends, consonant digraphs, vowel digraphs, and diphthongs	1			
		Decode multisyllabic words in context and isolation by applying common spelling patterns		2	3	
		Decode words in context and isolation by applying common letter-sound relationships				
	Phonological Awareness	Recognize the change in a spoken word when a specified phoneme is added, changed, or removed				
		Segment spoken one-syllable words of three to five phonemes into individual phonemes				
		Isolate initial, medial, and final sounds in one-syllable spoken words				
		Blend spoken phonemes to form one- and two-syllable words, including blends				
		Distinguish between long- and short-vowel sounds in spoken one-syllable words				
		Orally generate original rhyming words using a variety of phonograms and blends	1			

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IND. READING	Independent Reading	Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order			3	4
		Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning		2		
		Read independently for a sustained period of time	1			
VOCABULARY	Dictionary Use	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	
		Alphabetize a series of words to the first or second letter and use a dictionary to find words	1	2		
	Language	Identify the meaning of common idioms				4
		Identify and apply playful uses of language			3	
	Word Relationships	Complete analogies using knowledge of antonyms and synonyms				4
		Identify and use antonyms, synonyms, homographs, and homophones			3	
		Identify and use common antonyms or synonyms		2		
		Identify and sort words into conceptual categories	1			
	Context Clues	Use the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words				4
		Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words and homographs			3	
		Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words		2		
		Determine what words mean from how they are used in a sentence, either heard or read	1			
	Parts of Speech/Morphology	Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes				4
		Identify the meaning of common prefixes and suffixes and know how they change the meaning of roots			3	
		Use prefixes and suffixes to determine the meaning of words		2		
		Determine the meaning of compound words using knowledge of the meaning of their individual component words				
		Identify words that name verbs and words that name nouns				
FLUENCY	Fluency	Read aloud grade-appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	1	2	3	4

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READING COMPREHENSION	Poetry	Explain how the structural elements of poetry relate to form				4
		Describe the characteristics of various forms of poetry and how they create imagery			3	
		Describe how rhyme, rhythm, and repetition interact to create images in poetry		2		
		Respond to and use rhythm, rhyme, and alliteration in poetry	1			
	Literary Texts: Theme/Genre and Fiction	Identify whether the narrator/speaker of a story is first or third person			3	4
		Describe characters' interactions, including relationships and changes they undergo				
		Describe main characters in works of fiction, including traits, motivations, and feelings		2		
		Describe characters in a story and the reasons for their actions and feelings	1			
		Sequence and summarize the plot's main events and explain their influence on future events			3	4
		Describe similarities/differences in the plots and settings of several works by the same author		2		
		Describe the problem/solution and retell a story's beginning, middle, and end with attention to the sequence of events	1			
		Compare and contrast the adventures/exploits of characters in traditional and classical literature				4
		Compare and contrast the settings in myths and traditional folktales			3	
		Compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot		2		
		Explain the function of recurring phrases in traditional folktales and fairy tales	1			
		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	
		Identify moral lessons as themes in well-known fables, legends, myths, or stories		2		
		Connect the meaning of a well-known story/fable to personal experiences	1			
	Sensory Language	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			3	
		Recognize that some words and phrases have literal and nonliteral meanings		2		
		Recognize sensory details in literary text				
READING STRATEGIES	Being Active	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)	1			
	Questioning	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text		2	3	
		Ask relevant questions, seek clarification, and locate facts and details about stories and other texts	1			
	Predicting	Use ideas (e.g., illustrations, titles, key words) to make and confirm predictions		2	3	
		Confirm predictions about what will happen next in text by "reading the part that tells"	1			

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READING COMPREHENSION (continued)	Persuasive	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	
	Expository Texts	Use multiple text features to gain an overview of text's contents and locate information				4
		Use text features to locate information and make/verify predictions about text contents			3	
		Use text features to locate specific information in text	1	2		
		Describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison				4
		Identify explicit cause-and-effect relationships among ideas in texts			3	
		Describe the order of events or ideas in a text		2		
		Retell the order of events in a text by referring to the words or illustrations	1			
		Distinguish fact from opinion in a text and explain how to verify what is a fact				4
		Draw conclusions from the facts presented in text and support those assertions with textual evidence			3	
		Locate facts that are clearly stated in a text		2		
		Identify important facts and details in text, heard or read	1			
		Summarize the main idea and supporting details in text in ways that maintain meaning				4
		Identify the details and facts that support the main idea			3	
		Identify the main idea in a text and distinguish it from the topic		2		
		Restate the main idea, heard or read	1			
	Informational Purpose	Explain the difference between a stated and an implied purpose for an expository text				4
		Identify the topic and locate the author's stated purposes in writing the text			3	
		Identify the topic and explain the author's purpose in writing the text	1	2		
	Literary Nonfiction	Identify similarities and differences between events and characters' experiences in a fictional work and the actual events and experiences described in a biography or autobiography				4
		Explain the difference in point of view between a biography and autobiography			3	
		Distinguish between fiction and nonfiction		2		
		Determine whether a story is true or fantasy and explain why	1			
	Drama	Describe the structural elements particular to dramatic literature				4
		Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed			3	
		Identify the elements of dialogue and use them in informal plays		2		

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READING COMPREHENSION (continued)					
Media Literacy	Compare various written conventions used for digital media			3	4
	Identify various written conventions for using digital media		2		
	Explain how various design techniques used in media influence the message			3	4
	Describe techniques used to create media messages		2		
	Identify techniques used in media	1			
	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	
	Recognize different purposes of media (with adult assistance = G1)	1	2		
Procedural Texts	Explain factual information presented graphically				4
	Locate and use specific information in graphic features of text			3	
	Use common graphic features to assist in the interpretation of text		2		
	Explain the meaning of specific signs and symbols	1			
	Determine the sequence of activities needed to carry out a procedure				4
	Follow multistep directions (with picture cues = G1)	1	2	3	

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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:	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:	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:	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:	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:	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);	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon content to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
(B) ask and respond to questions about text;	(B) ask literal questions of text;	(B) ask literal questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, evaluative, and universal questions of text;

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

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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)*
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:	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:	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:	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:	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:	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);	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon content to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
(B) ask and respond to questions about text;	(B) ask literal questions of text;	(B) ask literal questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, evaluative, and universal questions of text;

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

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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		

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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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