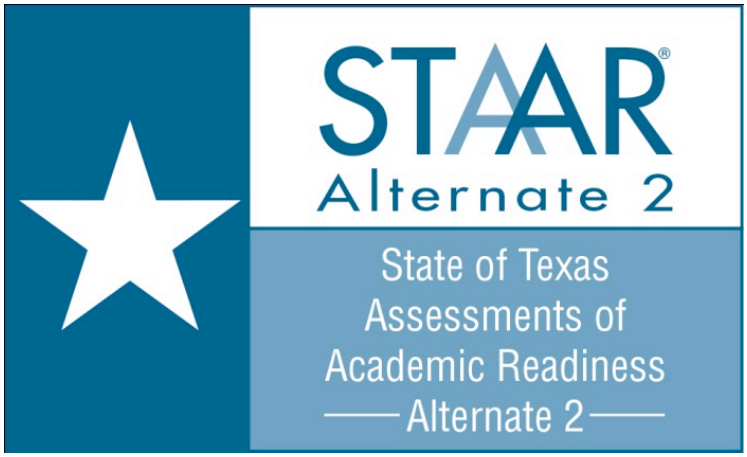


TEKS Vertical Alignment for STAAR Alternate 2

Reading

Pre-kindergarten through End-of-Course

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Listening Comprehension Skills. Students comprehend with increasing accuracy what they hear in conversations and in stories read aloud (Pre-K.II.A).
Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity (K.21; 1.27; 2.28; 3.29; 4.27; 5.27). Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity (6.26; 7.26; 8.26; Eng I.24; Eng II.24; Eng III.24). Students are expected to

- show understanding by responding appropriately (Pre-K)
- show understanding by following two-step oral directions and usually follows three-step directions (Pre-K)
- listen attentively by facing speakers and asking questions to clarify information (K)
- follow oral directions that involve a short related sequence of actions (K)
- listen attentively to speakers and ask relevant questions to clarify information (1–2)
- follow, restate, and give oral instructions that involve a short related sequence of actions (1–2)
- listen attentively to speakers, ask relevant questions, and make pertinent comments (3–4)
- 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)
- follow, restate, and give oral instructions that include multiple action steps (5)
- determine both main and supporting ideas in the speaker's message (5)
- listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective (6)
- follow and give oral instructions that include multiple action steps (6)
- paraphrase the major ideas and supporting evidence in formal and informal presentations (6)
- draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) (7)
- listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims (7–8)
- follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems (7–8)
- summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices (8)
- evaluate the effectiveness of a speaker's main and supporting ideas (Eng I)
- listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration (Eng I–II)
- follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes (Eng I–II)
- evaluate how the style and structure of a speech support or undermine its purpose or meaning (Eng II)
- listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions (Eng III)
- evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience (Eng III)

Speaking (Conversation) Skills. Students become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults (Pre-K.II.B).

Speech Production Skills. Students must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language (Pre-K.II.C).
Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity (K.22; 1.28; 2.29; 3.30; 4.28; 5.28). Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity (6.27; 7.27; 8.27; Eng I.25; Eng II.25; Eng III.25). Students are expected to

- use language for different purposes (Pre-K)
- engage in conversations in appropriate ways (Pre-K)
- provide appropriate information for various situations (Pre-K)
- demonstrate knowledge of verbal conversational rules (Pre-K)
- demonstrate knowledge of nonverbal conversational rules (Pre-K)
- match language to social contexts (Pre-K)
- share information and ideas by speaking audibly and clearly using the conventions of language (K)
- share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language (1)
- share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language (2)
- speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively (3)
- express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively (4)
- give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively (5)
- give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively (6)
- present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively (7)
- advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively (8)
- give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively (Eng I)
- advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively (Eng II)
- give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively (Eng III)

Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity (K.23; 1.29; 2.30; 3.31; 4.29; 5.29). Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity (6.28; 7.28; 8.28; Eng I.26; Eng II.26; Eng III.26). Students are expected to

- follow agreed-upon rules for discussion, including taking turns and speaking one at a time (K)
- follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions (1–2)
- 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)
- 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 productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues (7–8)
- participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making (Eng I–II)
- participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria (Eng III)

Phonological Awareness Skills. Students understand the sounds of spoken words (Pre-K.III.B).
Alphabet Knowledge Skills. Students know how letters function in writing and how these letters connect to sounds (Pre-K.III.C).
Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness (K.2; 1.2).
Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English (K.3; 3.1). Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts (1.3; 2.2). Students are expected to

Phonological Awareness at the Word Level

- separate a normally spoken four-word sentence into individual words (Pre-K)
- combine words to make a compound word (Pre-K)
- delete a word from a compound word (Pre-K)
- blend syllables into words (Pre-K)
- segment a syllable from a word (Pre-K)
- recognize rhyming words (Pre-K)
- produce a word that begins with the same sound as a given pair of words (Pre-K)
- blend onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support (Pre-K)
- blend onset and rime to form familiar one-syllable words without pictorial support (Pre-K)
- recognize and blend spoken phonemes into one syllable words with pictorial support (Pre-K)
- identify a sentence made up of a group of words (K)
- identify syllables in spoken words (K)
- orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?") (K)

- distinguish orally presented rhyming pairs of words from non-rhyming pairs (K)
- recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball") (K)
- blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat) (K)
- blend spoken phonemes to form one-syllable words (e.g.,/m/ …/a/ …/n/ says man) (K)
- isolate the initial sound in one-syllable spoken words (K)
- segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ …/o/ …/g/) (K)
- orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr) (1)
- distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite) (1)
- recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b/l/o/w/ to/g/l/o/w/) (1)
- blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr) (1)
- isolate initial, medial, and final sounds in one-syllable spoken words (1)
- segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/) (1)

Sound-Symbol Relationships

- recognize at least 20 distinct letter sounds in the language of instruction (Pre-K)
- recognize at least 20 letter sounds (Pre-K)
- produce at least 20 distinct letter sounds correspondences in the language of instruction (Pre-K)
- produce the correct sounds for at least 10 letters (Pre-K)
- identify the common sounds that letters represent (K)
- use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words) (K)
- recognize that new words are created when letters are changed, added, or deleted (K)
- decode words in context and in isolation by applying common letter-sound correspondences, including:
  (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;
  (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;
  (iii) consonant blends (e.g., bl, st);
  (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;
  (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and
  (vi) vowel diphthongs including oy, oi, ou, and ow (1)
- combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words (1)
- use common syllabication patterns to decode words, including:
  (i) closed syllable (CVC) (e.g., mat, rab-bit);
  (ii) open syllable (CV) (e.g., he, ba-by);
  (iii) final stable syllable (e.g., ap-ple, a-ble);
  (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);
  (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and
  (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or (1)
- decode words with common spelling patterns (e.g., -ink, -onk, -ick) (1)

- monitor accuracy of decoding (1–3)
- decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:
  (i) single letters (consonants and vowels);
  (ii) consonant blends (e.g., thr, spl);
  (iii) consonant digraphs (e.g., ng, ck, ph); and
  (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou) (2)
- use common syllabication patterns to decode words including:
  (i) closed syllable (CVC) (e.g., pic-nic, mon-ster);
  (ii) open syllable (CV) (e.g., ti-ger);
  (iii) final stable syllable (e.g., sta-tion, tum-ble);
  (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);
  (v) r-controlled vowels (e.g., per-fect, cor-ner); and
  (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal) (2)
- decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant) (2)
- decode multisyllabic words in context and independent of context by applying common spelling patterns including:
  (i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);
  (ii) doubling final consonants when adding an ending (e.g., hop to hopping);
  (iii) changing the final "y" to "i" (e.g., baby to babies);
  (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and
  (v) using knowledge of derivational affixes (e.g., -de, -ful, -able) (3)
- use common syllabication patterns to decode words including:
  (i) closed syllable (CVC) (e.g., mag-net, splen-did);
  (ii) open syllable (CV) (e.g., ve-to);
  (iii) final stable syllable (e.g., puz-zle, con-trac-tion);
  (iv) r-controlled vowels (e.g., fer-ment, car-pool); and
  (v) vowel digraphs and diphthongs (e.g., ei-ther) (3)
- decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought) (3)

Working with Words

- identify and read at least 25 high-frequency words from a commonly used list (K)
- read base words with inflectional endings (e.g., plurals, past tenses) (1)
- use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream) (1)
- identify and read contractions (e.g., isn't, can't) (1)
- identify and read at least 100 high-frequency words from a commonly used list (1)
- read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful) (2)
- identify and read abbreviations (e.g., Mr., Ave.) (2)
- identify and read contractions (e.g., haven't, it's) (2)
- identify and read at least 300 high-frequency words from a commonly used list (2)
- identify and read contractions (e.g., I'd, won't) (3)

Motivation to Read Skills. Students are motivated to work toward learning to read and write (Pre-K.III.A).

Alphabet Knowledge Skills. Students know how letters function in writing and how these letters connect to sounds (Pre-K.III.C).
Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed (K.1; 1.1; 2.1). Students are expected to

- engage in pre-reading and reading-related activities (Pre-K)
- self-selects books and other written materials to engage in pre-reading behaviors (Pre-K)
- recognizes that text has meaning
- name at least 20 upper and at least 20 lower case letters in the language of instruction (Pre-K)
- recognize that spoken words can be represented by print for communication (K)
- demonstrate the one-to-one correspondence between a spoken word and a printed word in text (K)
- recognize the difference between a letter and a printed word (K)
- recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping) (K)
- hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right (K)
- identify different parts of a book (e.g., front and back covers, title page) (K)
- identify upper- and lower-case letters (K–1)
- recognize that spoken words are represented in written English by specific sequences of letters (1)
- sequence the letters of the alphabet (1)
- recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation) (1)
- read texts by moving from top to bottom of the page and tracking words from left to right with return sweep (1)
- identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents) (1)
- distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks) (2)

Reading/Fluency. Students read grade-level text with fluency and comprehension (1.5; 2.4; 3.3; 4.1; 5.1; 6.1; 7.1; 8.1). Students are expected to

- read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension (1–3)
- read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension (4–5)
- adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text (6–8)

Vocabulary Skills. Students develop concepts, acquire new words, and increasingly refine their understanding of words they already know (Pre-K.II.D).

Sentences and Structure Skills. Students use their knowledge of vocabulary, grammar, and sense of audience to convey meaning (Pre-K.II.E).
Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing (K.5). Students understand new vocabulary and use it when reading and writing (1.6; 2.5; 3.4; 4.2; 5.2; 6.2; 7.2; 8.2; Eng I.1; Eng II.1; Eng III.1). Students are expected to

- demonstrate understanding of terms used in the instructional language of the classroom (Pre-K)
- demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses (Pre-K)
- use a large speaking vocabulary, adding several new words daily (Pre-K)
- increase listening vocabulary and begin to develop vocabulary of object names and common phrases (Pre-K)
- identify and use words that name actions, directions, positions, sequences, and locations (K)
- recognize that compound words are made up of shorter words (K)
- identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures) (K)
- use a picture dictionary to find words (K)
- identify words that name actions (verbs) and words that name persons, places, or things (nouns) (1)
- determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) (1)
- determine what words mean from how they are used in a sentence, either heard or read (1)
- identify and sort words into conceptual categories (e.g., opposites, living things) (1)
- alphabetize a series of words to the first or second letter and use a dictionary to find words (1)
- use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) (2)
- use context to determine the relevant meaning of unfamiliar words or multiple-meaning words (2)
- identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning (2)
- alphabetize a series of words and use a dictionary or a glossary to find words (2)
- identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots (3)
- use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (3)
- identify and use antonyms, synonyms, homographs, and homophones (3)
- identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles) (3)
- alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words (3)
- use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words (4)
- complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____) (4)
- identify the meaning of common idioms (4)
- use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words (4)
- determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes (4–8)
- use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words (5)
- produce analogies with known antonyms and synonyms (5)
- identify and explain the meaning of common idioms, adages, and other sayings (5)

- use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words (5–8)
- 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 (6)
- complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: _____) (6)
- explain the meaning of foreign words and phrases commonly used in written English (e.g., *RSVP, que sera sera*) (6)
- use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words (7)
- complete analogies that describe part to whole or whole to part (7)
- identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., *habeus corpus, e pluribus unum, bona fide, nemesis*) (7)
- use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings (8)
- complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____) (8)
- identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna) (8)
- produce analogies that describe a function of an object or its description (Eng I)
- describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo*) (Eng I)
- analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words (Eng I–II)
- use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology (Eng I–II)
- determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes (Eng I–III)
- show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., *glasnost, avant-garde, coup d'état*) (Eng II)
- infer word meaning through the identification and analysis of analogies and other word relationships (Eng II–III)
- analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings (Eng III)
- recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words (Eng III)
- use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed (Eng III)

Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding (K.6; 1.7; 2.6; 3.5; 4.3; 5.3; 6.3; 7.3; 8.3; Eng I.2; Eng II.2; Eng III.2). Students are expected to

- identify elements of a story including setting, character, and key events (K)
- discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience (K)
- recognize sensory details (K)
- recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures (K)
- connect the meaning of a well-known story or fable to personal experiences (1)
- explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales (1)
- identify moral lessons as themes in well-known fables, legends, myths, or stories (2)
- compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot (2)
- paraphrase the themes and supporting details of fables, legends, myths, or stories (3)
- compare and contrast the settings in myths and traditional folktales (3)
- summarize and explain the lesson or message of a work of fiction as its theme (4)
- compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature (4)
- compare and contrast the themes or moral lessons of several works of fiction from various cultures (5)
- describe the phenomena explained in origin myths from various cultures (5)
- explain the effect of a historical event or movement on the theme of a work of literature (5)
- infer the implicit theme of a work of fiction, distinguishing theme from the topic (6)
- analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures (6)
- compare and contrast the historical and cultural settings of two literary works (6)
- describe multiple themes in a work of fiction (7)
- describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) (7)
- analyze how place and time influence the theme or message of a literary work (7)
- analyze literary works that share similar themes across cultures (8)
- compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths) (8)
- explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work (8)
- analyze how the genre of texts with similar themes shapes meaning (Eng I)
- analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature (Eng I)
- relate the figurative language of a literary work to its historical and cultural setting (Eng I-II)
- compare and contrast differences in similar themes expressed in different time periods (Eng II)
- analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature (Eng II)
- analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition (Eng III)
- relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films (Eng III)
- relate the main ideas found in a literary work to primary source documents from its historical and cultural setting (Eng III)

Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding (K.7; 1.8; 2.7; 3.6; 4.4; 5.4; 6.4; 7.4; 8.4; Eng I.3; Eng II.3; Eng III.3). Students are expected to

- respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds (K)
- respond to and use rhythm, rhyme, and alliteration in poetry (1)
- describe how rhyme, rhythm, and repetition interact to create images in poetry (2)
- describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse) (3)
- explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse) (4)
- analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems (5)
- explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem (6)
- analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem (7)
- compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry) (8)
- analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry (Eng I)
- analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry (Eng II)
- analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry (Eng III)

Dramatic Expression Skills. Students demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences (Pre-K.VIII.C).
Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding (2.8; 3.7; 4.5; 5.5; 6.5; 7.5; 8.5; Eng I.4; Eng II.4; Eng III.4). Students are expected to

- create or recreate stories, moods, or experiences through dramatic representations (Pre-K)
- identify the elements of dialogue and use them in informal plays (2)
- explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed (3)
- describe the structural elements particular to dramatic literature (4)
- analyze the similarities and differences between an original text and its dramatic adaptation (5)
- explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line (6)
- explain a playwright's use of dialogue and stage directions (7)
- analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays (8)
- explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text (Eng I)

- analyze how archetypes and motifs in drama affect the plot of plays (Eng II)
- analyze the themes and characteristics in different periods of modern American drama (Eng III)

Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding (K.8; 1.9; 2.9; 3.8; 4.6; 5.6; 6.6; 7.6; 8.6; Eng I.5; Eng II.5; Eng III.5). Students are expected to

- retell a main event from a story read aloud (K)
- describe characters in a story and the reasons for their actions (K)
- describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events (1)
- describe characters in a story and the reasons for their actions and feelings (1)
- describe similarities and differences in the plots and settings of several works by the same author (2)
- describe main characters in works of fiction, including their traits, motivations, and feelings (2)
- sequence and summarize the plot's main events and explain their influence on future events (3–4)
- describe the interaction of characters including their relationships and the changes they undergo (3–4)
- identify whether the narrator or speaker of a story is first or third person (3–4)
- describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events (5)
- explain the roles and functions of characters in various plots, including their relationships and conflicts (5)
- explain different forms of third-person points of view in stories (5)
- summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction (6)
- recognize dialect and conversational voice and explain how authors use dialect to convey character (6)
- describe different forms of point-of-view, including first- and third-person (6)
- explain the influence of the setting on plot development (7)
- analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts (7)
- analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited (7)
- analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved (8)
- analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict (8)
- analyze different forms of point of view, including limited versus omniscient, subjective versus objective (8)
- analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development (Eng I)
- analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils (Eng I)
- analyze the way in which a work of fiction is shaped by the narrator's point of view (Eng I)
- demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature (Eng I)

- analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction (Eng II)
- analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures (Eng II)
- evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction (Eng II)
- demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature (Eng II)
- evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction (Eng III)
- analyze the internal and external development of characters through a range of literary devices (Eng III)
- analyze the impact of narration when the narrator's point of view shifts from one character to another (Eng III)
- demonstrate familiarity with works by authors in American fiction from each major literary period (Eng III)

Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding (1.10; 2.10; 3.9). Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding (4.7; 5.7; 6.7; 7.7; 8.7; Eng I.6; Eng II.6; Eng III.6). Students are expected to

- determine whether a story is true or a fantasy and explain why (1)
- distinguish between fiction and nonfiction (2)
- explain the difference in point of view between a biography and autobiography (3)
- 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 (4)
- identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life (5)
- identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography (6)
- describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it (7)
- analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience (8)
- analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event (Eng I)
- evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction (Eng II)
- analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning (Eng III)

Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding (1.11; 2.11; 3.10; 4.8; 5.8; 6.8; 7.8; 8.8; Eng I.7; Eng II.7; Eng III.7). Students are expected to

- recognize sensory details in literary text (1)
- recognize that some words and phrases have literal and non-literal meanings (e.g., take steps) (2)
- identify language that creates a graphic visual experience and appeals to the senses (3)
- identify the author's use of similes and metaphors to produce imagery (4)
- evaluate the impact of sensory details, imagery, and figurative language in literary text (5)
- explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains (6)
- determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood (7)
- explain the effect of similes and extended metaphors in literary text (8)
- explain the role of irony, sarcasm, and paradox in literary works (Eng I)
- explain the function of symbolism, allegory, and allusions in literary works (Eng II)
- analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works (Eng III)

Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading (1.12; 2.12; 3.11; 4.9; 5.9). Students are expected to

- read independently for a sustained period of time (1)
- 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 and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks) (3–4)
- 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) (5)

Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding (K.9; 1.13; 2.13; 3.12; 4.10; 5.10; 6.9; 7.9; 8.9; Eng I.8; Eng II.8; Eng III.8). Students are expected to

- identify the topic of an informational text heard (K)
- identify the topic and explain the author's purpose in writing about the text (1)
- identify the topic and explain the author's purpose in writing the text (2)
- identify the topic and locate the author's stated purposes in writing the text (3)
- explain the difference between a stated and an implied purpose for an expository text (4)
- draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved (5)
- compare and contrast the stated or implied purposes of different authors writing on the same topic (6)

- explain the difference between the theme of a literary work and the author's purpose in an expository text (7)
- analyze works written on the same topic and compare how the authors achieved similar or different purposes (8)
- explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose (Eng I)
- analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details (Eng II)
- analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance (Eng III)

Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding (K.10; 1.14; 3.13; 4.11; 5.11; 6.10; 7.10; 8.10; Eng I.9; Eng II.9; Eng III.9). Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding (2.14). Students are expected to

- identify the topic and details in expository text heard or read, referring to the words and/or illustrations (K)
- retell important facts in a text, heard or read (K)
- discuss the ways authors group information in text (K)
- use titles and illustrations to make predictions about text (K)
- restate the main idea, heard or read (1)
- identify important facts or details in text, heard or read (1)
- retell the order of events in a text by referring to the words and/or illustrations (1)
- use text features (e.g., title, tables of contents, illustrations) to locate specific information in text (1)
- identify the main idea in a text and distinguish it from the topic (2)
- locate the facts that are clearly stated in a text (2)
- describe the order of events or ideas in a text (2)
- use text features (e.g., table of contents, index, headings) to locate specific information in text (2)
- identify the details or facts that support the main idea (3)
- draw conclusions from the facts presented in text and support those assertions with textual evidence (3)
- identify explicit cause and effect relationships among ideas in texts (3)
- use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text (3)
- summarize the main idea and supporting details in text in ways that maintain meaning (4)
- distinguish fact from opinion in a text and explain how to verify what is a fact (4)
- describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison (4)
- 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 (4)
- summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order (5)
- determine the facts in text and verify them through established methods (5)

- analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas (5)
- use multiple text features and graphics to gain an overview of the contents of text and to locate information (5)
- synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres (5-6)
- summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions (6)
- explain whether facts included in an argument are used for or against an issue (6)
- explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint (6)
- evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning (7)
- distinguish factual claims from commonplace assertions and opinions (7)
- use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text (7)
- synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence (7–8)
- summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order (8)
- distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text (8)
- make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns (8– Eng I)
- summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion (Eng I)
- differentiate between opinions that are substantiated and unsubstantiated in the text (Eng I)
- synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence (Eng I–II)
- summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique (Eng II)
- distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts (Eng II)
- make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns (Eng II–III)
- summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion (Eng III)
- distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported (Eng III)
- synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence (Eng III)

Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis (3.14; 4.12; 5.12; 6.11; 7.11; 8.11; Eng I.10; Eng II.10; Eng III.10). Students are expected to

- identify what the author is trying to persuade the reader to think or do (3)
- explain how an author uses language to present information to influence what the reader thinks or does (4)
- identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument (5)
- recognize exaggerated, contradictory, or misleading statements in text (5)
- compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence (6)
- identify simply faulty reasoning used in persuasive texts (6)
- analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument (7)
- identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts (7)
- compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents (8)
- analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts (8)
- analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience (Eng I)
- analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions (Eng I)
- explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments (Eng II)
- analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks (Eng II)
- evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts (Eng III)
- analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations (Eng III)

Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents (K.11; 1.15; 2.15; 3.15; 4.13; 5.13; 6.12; 7.12; 8.12; Eng I.11; Eng II.11; Eng III.11). Students are expected to

- follow pictorial directions (e.g., recipes, science experiments) (K)
- identify the meaning of specific signs (e.g., traffic signs, warning signs) (K)
- follow written multi-step directions with picture cues to assist with understanding (1)
- explain the meaning of specific signs and symbols (e.g., map features) (1)
- follow written multi-step directions (2)
- use common graphic features to assist in the interpretation of text (e.g., captions, illustrations) (2)
- follow and explain a set of written multi-step directions (3)
- locate and use specific information in graphic features of text (3)
- determine the sequence of activities needed to carry out a procedure (e.g., following a recipe) (4)
- explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations) (4)
- interpret details from procedural text to complete a task, solve a problem, or perform

procedures (5)
- interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams (5)
- follow multi-tasked instructions to complete a task, solve a problem, or perform procedures (6)
- interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams (6)
- follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures (7)
- explain the function of the graphical components of a text (7)
- analyze text for missing or extraneous information in multi-step directions or legends for diagrams (8)
- evaluate graphics for their clarity in communicating meaning or achieving a specific purpose (8)
- analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications) (Eng I)
- analyze factual, quantitative, or technical data presented in multiple graphical sources (Eng I)
- evaluate text for the clarity of its graphics and its visual appeal (Eng II)
- synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics) (Eng II)
- evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts) (Eng III)
- translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams (Eng III)

Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts (K.12 [with adult assistance]; 1.16; 2.16; 4.14; 5.14). Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts (3.16; 6.13; 7.13; 8.13; Eng I.12; Eng II.12; Eng III.12). Students are expected to

- identify different forms of media (e.g., advertisements, newspapers, radio programs) (K)
- identify techniques used in media (e.g., sound, movement) (K–1)
- recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) (1)
- recognize different purposes of media (e.g., informational, entertainment) (2)
- describe techniques used to create media messages (e.g., sound, graphics) (2)
- identify various written conventions for using digital media (e.g., e-mail, website, video game) (2)
- understand how communication changes when moving from one genre of media to another (3)
- explain how various design techniques used in media influence the message (e.g., shape, color, sound) (3)
- compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article) (3–4)
- explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior (4)

- explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects) (4)
- explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news) (5)
- consider the difference in techniques used in media (e.g., commercials, documentaries, news) (5)
- identify the point of view of media presentations (5)
- analyze various digital media venues for levels of formality and informality (5-6)
- explain messages conveyed in various forms of media (6)
- recognize how various techniques influence viewers' emotions (6)
- critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages (6)
- interpret both explicit and implicit messages in various forms of media (7)
- evaluate various ways media influences and informs audiences (7)
- interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message (7–8)
- assess the correct level of formality and tone for successful participation in various digital media (7–8)
- evaluate the role of media in focusing attention on events and informing opinion on issues (8)
- evaluate various techniques used to create a point of view in media and the impact on audience (8)
- compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts (Eng I)
- compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet) (Eng I)
- analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) (Eng I–II)
- evaluate changes in formality and tone within the same medium for specific audiences and purposes (Eng I–II)
- examine how individual perception or bias in coverage of the same event influences the audience (Eng II)
- evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts (Eng II–III)
- evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media (Eng III)
- evaluate the objectivity of coverage of the same event in various types of media (Eng III)
- evaluate changes in formality and tone across various media for different audiences and purposes (Eng III)

Comprehension of Text Read Aloud Skills. Students become familiar with the language of books and story forms (Pre-K.III.D).
Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed (K.4; 1.4; 2.3; 3.2).
Reading/Comprehension Skills (Figure 19). Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers (K.19; 1.19; 2.19; 3.19; 4.19; 5.19; 6.19; 7.19; 8.19; Eng I.19; Eng II.19; Eng III.19). The student is expected to

- retell or re-enact a story after it is read aloud (Pre-K)

- use information learned from books by describing, relating, categorizing, or comparing and contrasting (Pre-K)
- ask and respond to questions relevant to the text read aloud (Pre-K)
- make inferences and predictions about text (Pre-K)
- predict what might happen next in text based on the cover, title, and illustrations (K)
- ask and respond to questions about texts read aloud (K)
- 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) (K)
- ask and respond to questions about text (K)
- make inferences based on the cover, title, illustrations, and plot (K)
- retell or act out important events in stories (K)
- monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) (K–1)
- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence (K–2)
- confirm predictions about what will happen next in text by "reading the part that tells" (1)
- ask relevant questions, seek clarification, and locate facts and details about stories and other texts (1)
- establish purposes for reading selected texts based upon desired outcome to enhance comprehension (1)
- retell or act out important events in stories in logical order (1)
- ask literal questions of text (1–2)
- 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) (1–3)
- make inferences about text and use textual evidence to support understanding (1–6)
- use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions (2)
- establish purposes for reading selected texts based upon content to enhance comprehension (2)
- retell important events in stories in logical order (2)
- ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text (2–3)
- monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) (2–6)
- use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions (3)
- summarize information in text, maintaining meaning and logical order (3–4)
- make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence (3–4)
- ask literal, interpretive, and evaluative questions of text (3–4)
- establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (3–8)
- summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (5)
- make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence (5–6)
- ask literal, interpretive, evaluative, and universal questions of text (5–8)
- summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (6–8)

- make connections between and across texts, including other media (e.g., film, play), and provide textual evidence (7)
- reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) (7–8)
- make complex inferences about text and use textual evidence to support understanding (7–Eng II)
- make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence (8)
- reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images) (Eng I–III)
- make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding (Eng III)

NOTE: This document is updated according to *TEXAS Prekindergarten Guidelines* (Updated 2015). Texas Education Agency