

STAAR Reading Comprehension Figure 19



Figure 19

What is Figure 19?

Where do I find Figure 19?

How do I use Figure 19?

Why do I use Figure 19?

Where do I use Figure 19?

How do the TEKS address comprehension?

Comprehension of Literary Text

- Theme & Genre
- Poetry
- Drama
- Fiction
- Literary Nonfiction
- Sensory Language

Figure 19

Comprehension Skills

Comprehension of Informational Text

- Culture & History
- Expository Text
- Persuasive Text
- Procedural Text



Reading/ Comprehension Skills (Figure 19)

Comprehension of Literary Text

Theme and Genre | Poetry | Drama | Fiction
Literary Nonfiction | Sensory Language

Comprehension of Text/ Independent Reading

Comprehension of Informational Text

Culture and History | Expository Text
Persuasive Text | Procedural Text

Comprehension Skills (Fig. 19)

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.



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)
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</p> <p>(B) ask and respond to questions about text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Figure: 19 TAC §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 <i>(§110.11 English Language Arts and Reading)</i>	First Grade <i>(§110.12 English Language Arts and Reading)</i>	Second Grade <i>(§110.13 English Language Arts and Reading)</i>	Third Grade <i>(§110.14 English Language Arts and Reading)</i>	Fourth Grade <i>(§110.15 English Language Arts and Reading)</i>	Fifth Grade <i>(§110.16 English Language Arts and Reading)</i>
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>

Figure: 19 TAC §110.17(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter B. Middle School
 Reading/Comprehension Skills §110.18 - §110.20

<p>Sixth Grade (§110.18 <i>English Language Arts and Reading</i>)</p>	<p>Seventh Grade (§110.19 <i>English Language Arts and Reading</i>)</p>	<p>Eighth Grade (§110.20 <i>English Language Arts and Reading</i>)</p>
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. 	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images); (D) make complex inferences about text and use textual evidence to support understanding; (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence. 	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images); (D) make complex inferences about text and use textual evidence to support understanding; (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.

Figure: 19 TAC §110.30(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter C. High School
 Reading/Comprehension Skills §110.31 - §110.34

English I (§110.31 <i>English Language Arts and Reading</i>)	English II (§110.32 <i>English Language Arts and Reading</i>)	English III (§110.33 <i>English Language Arts and Reading</i>)	English IV (§110.34 <i>English Language Arts and Reading</i>)
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>

Vertical Alignment Document

English Language Arts and Reading

Grade 3 – Grade 5

Reading

2011 – 2012



ELAR VERTICAL ALIGNMENT DOCUMENT
READING

	GRADE 3		GRADE 4		GRADE 5
					meanings Part of speech - e.g., noun, pronoun, verb, adjective, adverb, conjunction, appositive, interjection
<i>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:</i>					
CCRS	CDS: I. Key Cognitive Skills: D. Academic Behaviors. (Grades 3, 4, 5) CDS: II. Foundational Skills: A. Reading across the curriculum. (Grades 3, 4, 5)				
Fig19A	<p>Establish purposes for reading selected texts based upon own and others' desired outcome to enhance comprehension.</p> <p>Establish</p> <p>PURPOSE FOR READING SELECTED TEXT BASED UPON OWN AND OTHERS' DESIRED OUTCOME TO ENHANCE COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> To be informed To understand To interpret To solve problems To be entertained To provide enjoyment <p>Purpose - the intended goal of a piece of writing; the reason a person writes</p>	Fig19A	<p>Establish purposes for reading selected texts based upon own and others' desired outcome to enhance comprehension.</p> <p>Establish</p> <p>PURPOSE FOR READING SELECTED TEXT BASED UPON OWN AND OTHERS' DESIRED OUTCOME TO ENHANCE COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> To be informed To understand To interpret To solve problems To be entertained To provide enjoyment <p>Purpose - the intended goal of a piece of writing; the reason a person writes</p>	Fig19A	<p>Establish purposes for reading selected texts based upon own and others' desired outcome to enhance comprehension.</p> <p>Establish</p> <p>PURPOSE FOR READING SELECTED TEXT BASED UPON OWN AND OTHERS' DESIRED OUTCOME TO ENHANCE COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> To be informed To understand To interpret To solve problems To be entertained To provide enjoyment <p>Purpose - the intended goal of a piece of writing; the reason a person writes</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS) and College and Career Readiness Standard (CCRS); **Bolded black text:** Student Expectation (TEKS)

Bold, italic red: Student Expectation Identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation Identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

Blue text: Standards for Ensuring Success From Kindergarten to College and Career, 2009 University of Texas System/Texas Education Agency

ELAR VERTICAL ALIGNMENT DOCUMENT
READING

	GRADE 3		GRADE 4		GRADE 5
Fig19B	<p>Ask literal, interpretive, and evaluative questions of text.</p> <p>Ask</p> <p>LITERAL, INTERPRETIVE AND EVALUATIVE QUESTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Ask questions before, during, and after reading <p>Literal question - knowledge level, fact-based question (e.g., who, what, when, where, why, and how questions); questions asked for clarification</p> <p>Interpretive question - (e.g., What does this mean?)</p> <p>Evaluative question - (e.g., Do you agree or disagree? What do you feel about this? What do you believe about this? What is your opinion about this?)</p>	Fig19B	<p>Ask literal, interpretive, and evaluative questions of text.</p> <p>Ask</p> <p>LITERAL, INTERPRETIVE, AND EVALUATIVE QUESTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Ask questions before, during, and after reading <p>Literal question - knowledge level, fact-based question (e.g., who, what, when, where, why, and how questions), questions asked for clarification</p> <p>Interpretive question - (e.g., What does this mean?)</p> <p>Evaluative question - (e.g., Do you agree or disagree? What do you feel about this? What do you believe about this? What is your opinion about this?)</p>	Fig19B	<p>Ask literal, interpretive, evaluative, and universal questions of text.</p> <p>Ask</p> <p>LITERAL, INTERPRETIVE, EVALUATIVE, AND UNIVERSAL QUESTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Ask question before, during, and after reading <p>Literal question - knowledge level, fact-based question (e.g., who, what, when, where, why, and how questions), questions asked for clarification</p> <p>Interpretive question - (e.g., What does this mean?)</p> <p>Evaluative question - (e.g., Do you agree or disagree? What do you feel about this? What do you believe about this? What is your opinion about this?)</p> <p>Universal question - relates to belief systems and values of characters (credible, memorable)</p>
Fig19C	<p>Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).</p> <p>Monitor, Adjust</p> <p>COMPREHENSION</p>	Fig19C	<p>Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).</p> <p>Monitor, Adjust</p> <p>COMPREHENSION</p>	Fig19C	<p>Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).</p> <p>Monitor, Adjust</p> <p>COMPREHENSION</p>

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Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

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**ELAR VERTICAL ALIGNMENT DOCUMENT
READING**

	GRADE 3		GRADE 4		GRADE 5
	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use background knowledge • Create sensory images (images created by using the five senses- sight, smell, sound, touch, taste) • Re-read a portion aloud • Use contextual clues (See 3.4B) • Generate literal, evaluative, and interpretive questions (See 3.Fig19B) • Ask for help 		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use background knowledge • Create sensory images (images created by using the five senses- sight, smell, sound, touch, taste) • Re-read a portion aloud • Use contextual clues (See 4.2B) • Generate literal, evaluative, and interpretive questions (See 4.Fig19B) • Ask for help 		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use background knowledge • Create sensory images (images created by using the five senses- sight, smell, sound, touch, taste) • Re-read a portion aloud • Use contextual clues (See 5.2B) • Generate literal, evaluative, interpretive, and universal questions (See 5.Fig19B) • Ask for help
Fig19D	<p>Make inferences about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository) <i>Supporting Standard</i> (Literary Nonfiction, Poetry)</p> <p>Make</p> <p>INFERENCES ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Title • Cover • Illustrations • Plot • Facts/details 	Fig19D	<p>Make inferences about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository) <i>Supporting Standard</i> (Literary Nonfiction, Poetry, Drama)</p> <p>Make</p> <p>INFERENCES ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Title • Cover • Illustrations • Plot • Facts/details 	Fig19D	<p>Make inferences about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository) <i>Supporting Standard</i> (Literary Nonfiction, Poetry, Drama, Persuasive)</p> <p>Make</p> <p>INFERENCES ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Title • Cover • Illustrations • Plot • Facts/details

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ELAR VERTICAL ALIGNMENT DOCUMENT
READING

	GRADE 3		GRADE 4		GRADE 5
	<ul style="list-style-type: none"> Background knowledge/ experience <p>Inference - connecting bits of information to make a logical guess. Readers make inferences by drawing conclusions, and making predictions.</p> <p>Draw Conclusions - a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p> <p>Plot - the basic sequence of events in a story. The plot includes the problem and solution.</p> <p>Textual evidence - specific details or facts found in the text that support what is inferred</p>		<ul style="list-style-type: none"> Background knowledge/ experience <p>Inference - connecting bits of information to make a logical guess. Readers make inferences by drawing conclusions, and making predictions.</p> <p>Draw Conclusions - a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p> <p>Plot - the basic sequence of events in a story. The plot includes the problem and solution.</p> <p>Textual evidence - specific details or facts found in the text that support what is inferred</p>		<ul style="list-style-type: none"> Background knowledge/ experience <p>Inference - connecting bits of information to make a logical guess. Readers make inferences by drawing conclusions, and making predictions.</p> <p>Draw Conclusions - a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p> <p>Plot - the basic sequence of events in a story. The plot includes the problem and solution.</p> <p>Textual evidence - specific details or facts found in the text that support what is inferred</p>
Fig19E	<p>Summarize information in text, maintaining meaning and logical order.</p> <p><i>Readiness Standard</i> (Fiction, Expository) <i>Supporting Standard</i> (Literary Nonfiction, Poetry)</p> <p>Summarize</p> <p>INFORMATION IN TEXT, MAINTAINING MEANING AND LOGICAL ORDER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Brief, coherent sentences that 	Fig19E	<p>Summarize information in text, maintaining meaning and logical order.</p> <p><i>Readiness Standard</i> (Fiction, Expository) <i>Supporting Standard</i> (Literary Nonfiction, Poetry, Drama)</p> <p>Summarize</p> <p>INFORMATION IN TEXT, MAINTAINING MEANING AND LOGICAL ORDER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Brief, coherent sentences that 	Fig19E	<p>Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.</p> <p><i>Readiness Standard</i> (Fiction, Expository) <i>Supporting Standard</i> (Literary Nonfiction, Poetry, Drama, Persuasive)</p> <p>Summarize</p> <p>INFORMATION IN TEXT, MAINTAINING MEANING AND LOGICAL ORDER WITHIN A TEXT AND ACROSS TEXTS</p>

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ELAR VERTICAL ALIGNMENT DOCUMENT
READING

	GRADE 3		GRADE 4		GRADE 5
	<p>communicate the key information (short paragraph) in logical order</p> <ul style="list-style-type: none"> • A main idea (the central meaning) • Main character(s) in fiction • Details that come from the beginning, middle, and end • Importance of author's interpretation and emphasis • Importance of author's words <p>Summarize - to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source.</p>		<p>communicate the key information (short paragraph) in logical order</p> <ul style="list-style-type: none"> • A main idea (the central meaning) • Main character(s) in fiction • Details that come from the beginning, middle, and end • Importance of author's interpretation and emphasis • Importance of author's words <p>Summarize - to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source.</p>		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Brief, coherent sentences that communicate the key information (short paragraph) in logical order • A main idea (the central meaning) • Main character(s) in fiction • Details that come from the beginning(s), middle(s), and end(s) • Importance of author's(s') interpretation and emphasis • Importance of author's(s') words <p>Summarize - to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source.</p> <p>Paraphrase - restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation.</p>
Fig19F	<p>Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p> <p>Make</p> <p>CONNECTIONS BETWEEN LITERARY AND INFORMATIONAL TEXTS WITH SIMILAR IDEAS AND PROVIDE TEXTUAL EVIDENCE</p>	Fig19F	<p>Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p> <p><i>Readiness Standard</i></p> <p>Make</p> <p>CONNECTIONS BETWEEN LITERARY AND INFORMATIONAL TEXTS WITH</p>	Fig19F	<p>Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p> <p><i>Readiness Standard</i></p> <p>Make</p> <p>CONNECTIONS BETWEEN AND ACROSS MULTIPLE TEXTS OF VARIOUS GENRES</p>

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ELAR VERTICAL ALIGNMENT DOCUMENT
READING

	GRADE 3	GRADE 4	GRADE 5
	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Thematic links • Author analysis • Own experiences (things done or seen) • Ideas in other text-concepts that connect texts • Larger community - a group of people who have the same interest or live in the same area <p>Various genres include, but are not limited to:</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Poetry • Drama • Expository • Persuasive • Procedural <p>Thematic links - similar central ideas or messages</p> <p>Author analysis - a process that connects the author's logical relationship to the text he/she wrote (e.g., perspective, purpose)</p> <p>Textual evidence - specific details or facts found in text that support what is inferred</p>	<p>SIMILAR IDEAS AND PROVIDE TEXTUAL EVIDENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Thematic links • Author analysis • Own experiences (things done or seen) • Ideas in other text- concepts that connect texts • Larger community - a group of people who have the same interest or live in the same area <p>Various genres include, but are not limited to:</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Poetry • Drama • Expository • Persuasive • Procedural <p>Thematic links - similar central ideas or messages</p> <p>Author analysis - a process that connects the author's logical relationship to the text he/she wrote (e.g., perspective, purpose)</p>	<p>AND PROVIDE TEXTUAL EVIDENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Thematic links • Author analysis • Own experiences (things done or seen) • Ideas in other text- concepts that connect texts • Larger community - a group of people who have the same interest or live in the same area <p>Various genres include, but are not limited to:</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Poetry • Drama • Expository • Persuasive • Procedural <p>Thematic links - similar central ideas or messages</p> <p>Author analysis - a process that connects the author's logical relationship to the text he/she wrote (e.g., perspective, purpose)</p> <p>Textual evidence - specific details or facts found in text that support what is inferred</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS) and College and Career Readiness Standard (CCRS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation Identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation Identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

Bolded blue text: Standards for Ensuring Success From Kindergarten to College and Career, 2009 University of Texas System/Texas Education Agency

**ELAR VERTICAL ALIGNMENT DOCUMENT
READING**

	GRADE 3		GRADE 4		GRADE 5
			Textual evidence - specific details or facts found in text that support what is inferred		
<i>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. Students are expected to:</i>					
CCRS	<i>E/LAS: Reading: C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods. (Grades 3, 4, 5)</i>				
3.5A	<p>Paraphrase the themes and supporting details of fables, legends, myths, or stories.</p> <p><i>Supporting Standard</i></p> <p>Paraphrase</p> <p>THE THEMES AND SUPPORTING DETAILS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Fables • Legends • Myths • Realistic fiction stories • Historical fiction stories <p>Paraphrase - restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation.</p> <p>Theme - the central or universal idea of a piece of fiction or the main idea of a</p>	4.3A	<p>Summarize and explain the lesson or message of a work of fiction as its theme.</p> <p><i>Supporting Standard</i></p> <p>Summarize, Explain</p> <p>THE LESSON OR MESSAGE OF A WORK OF FICTION AS ITS THEME</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Interpret the same meaning as the author's message <p>Works of fiction include, but are not limited to:</p> <ul style="list-style-type: none"> • Fables • Legends • Myths • Historical fiction • Realistic fiction <p>Summarize - to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source.</p>	5.3A	<p>Compare and contrast the themes or moral lessons of several works of fiction from various cultures.</p> <p><i>Supporting Standard</i></p> <p>Compare, Contrast</p> <p>THE THEMES OR MORAL LESSONS OF SEVERAL WORKS OF FICTION FROM VARIOUS CULTURES</p> <p>Works of fiction include, but are not limited to:</p> <ul style="list-style-type: none"> • Fables • Legends • Myths • Historical fiction • Realistic fiction <p>Theme - the central or universal idea of a piece of fiction or the main idea of a nonfiction essay</p> <p>Note: Themes are ideas or concepts that connect the author to the reader and relate to</p>

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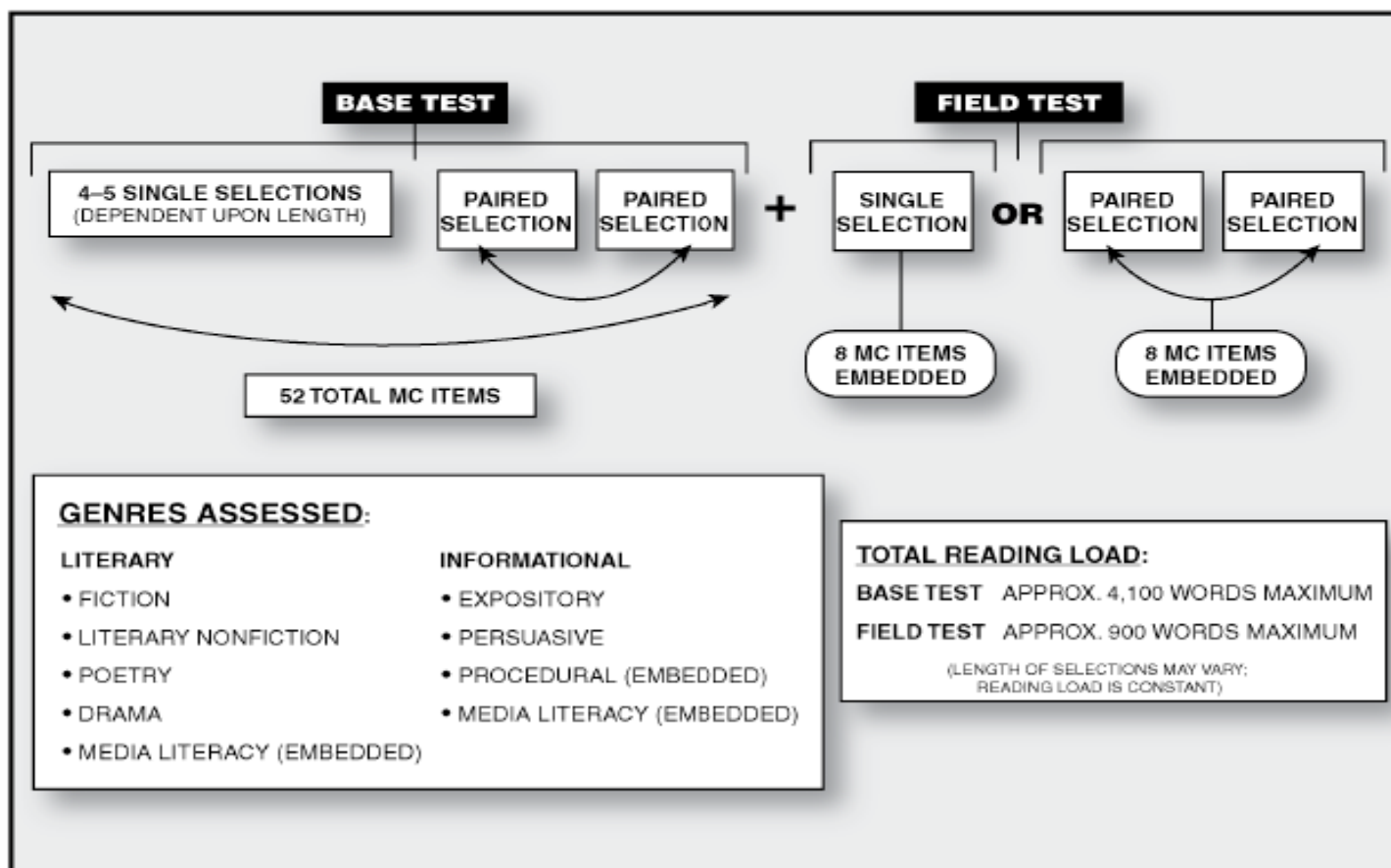
STAAR Grade 8 Reading Blueprint

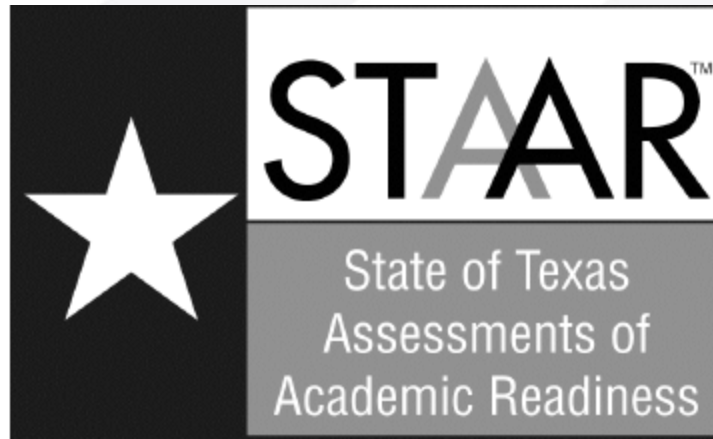


Reporting Categories	Number of Standards		Number of Questions	
Reporting Category 1: Understanding/Analysis Across Genres	Readiness Standards	4	10	
	Supporting Standards	4		
	Total	8		
Reporting Category 2: Understanding/Analysis of Literary Texts	Readiness Standards	4	22	
	Supporting Standards	10		
	Total	14		
Reporting Category 3: Understanding/Analysis of Informational Texts	Readiness Standards	5	20	
	Supporting Standards	7		
	Total	12		
Readiness Standards	Total Number of Standards	13	60%–70%	31–36
Supporting Standards	Total Number of Standards	21	30%–40%	16–21
Total Number of Questions on Test			52	

STAAR

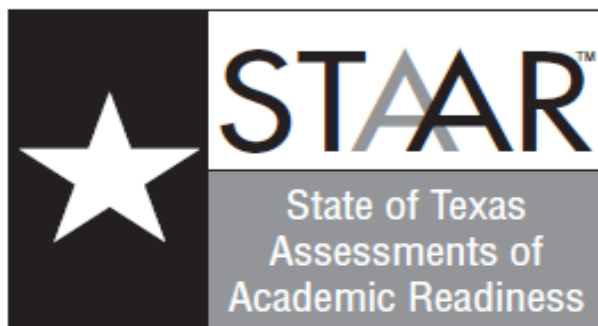
Grade 8 Reading Test Design





Grade 8 Reading Assessment

**Eligible Texas Essential
Knowledge and Skills**



READING **Grade 8**

2011 Released Selections and Test Questions

- Which of these sources does Paul use to support his argument?

A Personal experiences and information from a research report

B Facts collected by a library and a university

C Interviews he conducted with family members

D Information from a newspaper article titled “Just a Play Day”

(Grade 5)

STAAR Sample Release: Persuasive

• Paul's main argument is that —

A video games have educational value

B young people like video games

C video games help develop skills useful in sports

D most young people play video games daily

(Grade 5)

STAAR Sample Release: Persuasive

- **Examples from the newly-assessed genres:**

- Which word best describes the feeling that the poet creates in this poem?
A

Thankfulness

B Surprise

C Confusion

D Unhappiness

(Grade 3)

- The reader can tell that the poem is written in free-verse form because it does not have —

**A a serious subject
rhyming pattern**

**B plot and conflict
D a common theme**

C a

(Grade 4)

STAAR Sample Release: Poetry

- How does Scene 2 differ from Scene 1?
 - A Scene 2 contains more action.**
 - B Scene 2 takes place in the forest.**
 - C Scene 2 includes more stage directions.**
 - D Scene 2 presents different characters.**

(Grade 5)

STAAR Sample Release: Drama

Genre-based Passages

Literary Strand

Media Literacy embedded

Fiction

Literary
non-fiction

Poetry

Drama
(starting in
4th)

Readiness
Genre

Supporting
Genres

Informational Strand

Procedural Elements and
Media Literacy embedded

Expository

Persuasive
(starting in
5th)

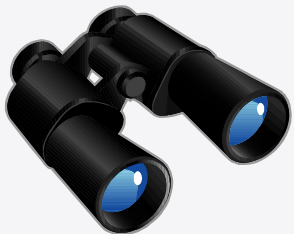
Readiness
Genre

Supporting
Genre

What's in our backpack? (Figure 19)



Establish purposes for reading.



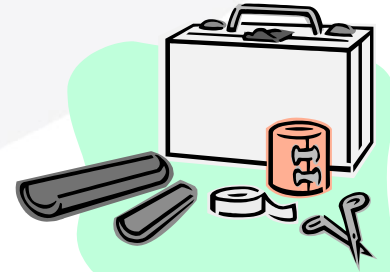
Make inferences



Ask questions



Summarize



Monitor and adjust comprehension

Make connections



THE MAP



- The map tells an explorer how to get to his destination.
- Our teaching practices are our students' map to comprehension.

Teaching the Skills

- Explicit teaching of each skill
 - What
 - Why
 - When
 - How
- Practice using all skills in different contexts (genres)
- **WE USE THESE SKILLS EVERY TIME WE READ!**

Comprehension is a process that teachers can **model** for students through an effective lesson framework.

Reading Process

Before:

- Establish Purposes
- Make inferences
- Ask questions
- Make connections

During:

- Monitor comprehension
- Ask questions
- Summarize
- Make connections
- Make inferences

After:

- Ask questions
- Summarize
- Make connections
- Make inferences

Teaching Process

Preparation:

What are you going to do BEFORE the reading to help your students to do these things.

What do they need to know about the text in order to do these things?

Assistance:

What are you going to provide or do to assist the students in doing these?

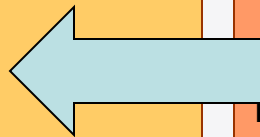
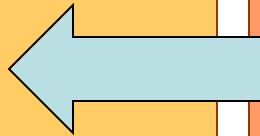
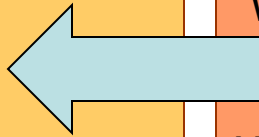
How are you going to model this?

What do you want them to focus on? (TEKS)

Reflection:

How will the students use these skills to evaluate and analyze the text and their learning?

How can you extend the learning?



What is Comprehension?

- Actively constructing meaning
- Using cognitive processes
- Influenced by:
 - Background knowledge
 - Text and its contents



Building on Existing Knowledge and Experiences

- Stimulating students' background knowledge by having them justify responses to prompts before reading improves the students' learning of the targeted content.



Comprehension Instruction

It is not:

- Indirect teaching
- Independent silent reading
- Worksheet or workbook activities
- Students answering teacher questions
- Teacher-centered talk



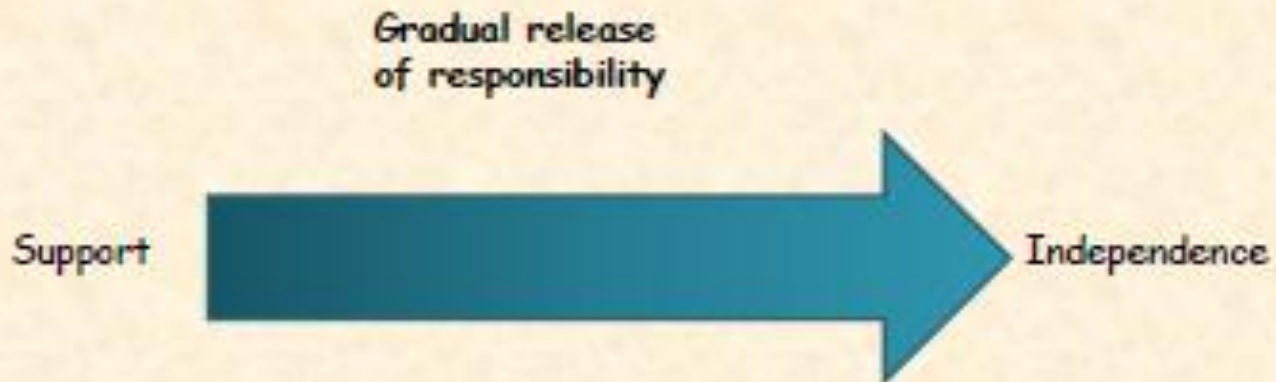
How is Comprehension Effectively Taught?

- Explicitly
 - Modeling
 - Think alouds
- Supportively, with scaffolded practice and immediate, corrective feedback
- Actively
 - Engaging students in thinking and talking about text
 - Employing graphic organizers to represent concepts and understanding



How is Comprehension Effectively Taught?

- Thoughtfully, with the application of a variety of assessments that inform instructional choices
- Systemically, with gradual release of responsibility



Metacognitive Activity

