

Vertical Alignment Document

Spanish Language Arts and Reading

Grade 3 – Grade 5

Reading

2011 – 2012



SLAR VERTICAL ALIGNMENT DOCUMENT
READING

GRADE 3	GRADE 4	GRADE 5
Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:		
<p>3.3A Read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing and comprehension.</p> <p>Read Aloud</p> <p>GRADE-LEVEL APPROPRIATE TEXT WITH FLUENCY AND COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Independent-level materials - texts in which no more than approximately 1 in 20 words is difficult for the reader • 110-160 wcpm (words correct per minute) by the end of third grade • Expression - use raised and lowered voices appropriately, emphasizing words and sentences • Phrasing - pause appropriately with intonation by paying attention to punctuation, bold print, italics, etc. • Adjust method and rate to the purpose of the assignment or material (e.g., reading a fiction selection quickly and paying attention to the plot details, reading a nonfiction article more slowly and noting critical concepts) <p>Rate - the number of words read per minute</p> <p>Accuracy - the number of words read correctly per minute</p>	<p>4.1A Read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing and comprehension.</p> <p>Read Aloud</p> <p>GRADE-LEVEL STORIES WITH FLUENCY AND COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Independent-level materials - texts in which no more than approximately 1 in 20 words is difficult for the reader • 120-180 wcpm (words correct per minute) by the end of fourth grade • Expression - use raised and lowered voices appropriately, emphasizing words and sentences • Phrasing - pause appropriately with intonation by paying attention to punctuation, bold print, italics, etc. • Adjust rate to the purpose of the reading (vary rate according to the complexity of the material and the purpose) (e.g., narrative vs. expository) <p>Rate - the number of words read per minute</p> <p>Accuracy - the number of words read correctly per minute</p> <p>Note:</p>	<p>5.1A Read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing and comprehension.</p> <p>Read Aloud</p> <p>GRADE-LEVEL STORIES WITH FLUENCY AND COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Independent-level materials - texts in which no more than approximately 1 in 20 words is difficult for the reader • 135-190 wcpm (words correct per minute) by the end of fifth grade • Expression - use raised and lowered voices appropriately, emphasizing words and sentences • Phrasing - pause appropriately with intonation by paying attention to punctuation, bold print, italics, etc. • Adjust rate to the purpose of the reading (vary rate according to the complexity of the material and the purpose) (e.g., narrative vs. expository) <p>Rate - the number of words read per minute</p> <p>Accuracy - the number of words read correctly per minute</p> <p>Note:</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)

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SLAR VERTICAL ALIGNMENT DOCUMENT
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	Note: The goal of fluency is the time (not speed) needed to ensure comprehension.		The goal of fluency is the time (not speed) needed to ensure comprehension.		The goal of fluency is the time (not speed) needed to ensure comprehension.
Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:					
CCRS	<i>E/LAS: Reading: B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing. (Grades 3, 4, 5).</i>				
3.4A	<p>Identify the meaning of common prefixes (e g., ex-, des) and suffixes (e g., -era, -oso) and know how they change the meaning of roots.</p> <p><i>Readiness Standard</i></p> <p>Identify</p> <p>THE MEANING OF COMMON PREFIXES AND SUFFIXES AND KNOW HOW THEY CHANGE THE MEANING OF ROOTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Change in meaning of base words Change in the meaning of root words. <p>Prefixes</p> <p>Determine the meaning of words with the following prefixes:</p> <ul style="list-style-type: none"> in-,im-, a-, dis-: means “no, negativo” (e g., inútil, imposible, anormal, disculpar) anti-, des-: means “contra, lo contrario de” (e g., antivenenoso, descuidar) auto-: means “de o por si mismo” (e g., autobiografía, autoestima) 	4.2A	<p>Determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes.</p> <p><i>Readiness Standard</i></p> <p>Determine</p> <p>THE MEANING OF GRADE-LEVEL ACADEMIC SPANISH WORDS DERIVED FROM LATIN, GREEK, OR OTHER LINGUISTIC ROOTS AND AFFIXES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Latin (e g., audi-: audiencia, auditorio; -vis-: visión, invisible) Greek (e g., auto-: autobiografía, autógrafo; bio-: biología, biografía; tele-: telégrafo, teléfono; -metro: cronómetro, perímetro, termómetro) Other affixes and roots as found in text in multi-content areas. <p>Affixes - a word part (morpheme) that is attached to the beginning or end of a word</p> <p>Academic words according to grade level -</p>	5.2A	<p>Determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes.</p> <p><i>Readiness Standard</i></p> <p>Determine</p> <p>THE MEANING OF GRADE-LEVEL ACADEMIC SPANISH WORDS DERIVED FROM LATIN, GREEK, OR OTHER LINGUISTIC ROOTS AND AFFIXES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Latin (e g., audi-: audiencia, auditorio; -vis-: visión, invisible) Greek (e g., auto-: autobiografía, autógrafo; bio-: biología, biografía; tele-: telégrafo, teléfono; -metro: cronómetro, perímetro, termómetro) Other affixes and roots as found in text in multi-content areas. <p>Affixes - a word part (morpheme) that is attached to the beginning or end of a word</p> <p>Grade level academic words - academic</p>

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<ul style="list-style-type: none"> • bi-: means “dos” (e g., bicicleta, bilingüe) • ex-: means “fue en un tiempo pero ya no es” (e g., exgobernador, expresidentes) • super-: means “encima, muy, grande” (e g., supervisor, superfino, supermercado) <p>Suffixes</p> <p>Determine the meaning of words with the following suffixes:</p> <ul style="list-style-type: none"> • -mente, -dad: means “de cierto modo” (e g., finalmente, fuertemente; brevedad, facilidad) • -oso: means “lleno de, abundancia” (e g., furioso, doloroso) • -ción, -sión, -xión: means “acción o efecto (invención, atención; confusión, televisión; conexión, reflexión) <p>Diminutive Suffixes:</p> <ul style="list-style-type: none"> • -ín (e g., saltarín, pequeñín) • -ito (e g., abuelito, perrito) • -illo (e g., bocadillo) • -cito (e g., pobrecito, trencito) <p>Augmentative Suffixes:</p> <ul style="list-style-type: none"> • -ote(e g., altote, muchachote) <p>Derogative Suffixes:</p> <ul style="list-style-type: none"> • -illo (pajarillo, panecillo, picillo) 	<p>academic language used in a school setting to learn about a content area taught in a formal schooling context (e.g., instruction, biography, and textbooks.)</p>	<p>language used in a school setting to learn about a content area taught in a formal schooling context (e.g., instruction, exams and textbooks.)</p>

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	<p>Superlative Suffixes</p> <ul style="list-style-type: none"> • -ísimo (<i>riquísimo, buenísimo, lindísimo</i>) <p>Prefixes - one or more sounds or letters placed before a root or base word that changes the meaning of the word.</p> <p>Suffixes - one or more sounds or letters placed after the root or base word that may change the meaning of the word. (e g., <i>fotografía, autografía</i>)</p> <p>Base words - are words that can stand alone and have their own meaning.</p> <p>Root words - are the basic part of a word that carries meaning (e g., <i>crono (cronómetro, cronología; sincronizar) , -graf- (fotografía, autografía)</i></p>				
3.4B	<p>Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (e g., <i>vino-la bebida; vino-del verbo venir</i>).</p> <p><i>Readiness Standard</i></p> <p>Use</p> <p>CONTEXT TO DETERMINE THE RELEVANT MEANING OF UNFAMILIAR WORDS OR TO DISTINGUISH AMONG MULTIPLE MEANING WORDS AND HOMOGRAPHS</p>	4.2B	<p>Use the context of the sentence (e g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p> <p><i>Readiness Standard</i></p> <p>Use</p> <p>CONTEXT OF THE SENTENCE TO DETERMINE THE MEANING OF UNFAMILIAR WORDS OR MULTIPLE-MEANING WORDS</p> <p>Including, but not limited to:</p>	5.2B	<p>Use context (e g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><i>Readiness Standard</i></p> <p>Use</p> <p>CONTEXT TO DETERMINE OR CLARIFY THE MEANING OF UNFAMILIAR WORDS OR MULTIPLE-MEANING WORDS</p> <p>Including, but not limited to:</p>

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	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> Identify and use relationships among surrounding words, phrases, sentences, and paragraphs Distinguish words as multiple meaning and/or homograph <p>Multiple meaning word - a word that has more than one meaning (e.g., llave)</p> <p>Homograph - a word that is spelled the same as another word, but that has a different meaning, e.g., <i>bota</i> (noun) and <i>bota</i> (verb)</p>		<ul style="list-style-type: none"> Identify and use relationships among surrounding words, phrases, sentences, and paragraphs Distinguish words as multiple meaning and/or homograph Use in-sentence examples Use definition in the sentence <p>Multiple meaning word - a word that has more than one meaning (e.g., llave)</p> <p>Homograph - a word that is spelled the same as another word, but that has a different meaning, e.g., <i>bota</i> (noun) and <i>bota</i> (verb)</p>		<ul style="list-style-type: none"> Identify and use relationships among surrounding words, phrases, sentences, and paragraphs Distinguish words as multiple meaning and/or homograph Use in-sentence examples Use definition in the sentence Use in-sentence restatement <p>Multiple meaning word - a word that has more than one meaning (e.g., llave)</p> <p>Homograph - a word that is spelled the same as another word, but that has a different meaning, e.g., <i>bota</i> (noun) and <i>bota</i> (verb)</p>
3.4C	<p>Identify and use antonyms, synonyms, and homophones (e.g., tubo, tuvo).</p> <p><i>Supporting Standard</i></p> <p>Identify, Use</p> <p>ANTONYMS, SYNONYMS, HOMOGRAPHS, HOMOPHONES</p> <p>Antonym - a word that means the opposite or nearly the opposite of another word (e.g., hijo/hija, arriba/abajo)</p> <p>Synonym - a word with a similar meaning as another word (e.g., feliz/contento, enojado/furioso)</p> <p>Homograph - a word that is spelled the</p>	4.2C	<p>Complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male:_____ or girl: woman as boy:_____)</p> <p>Complete</p> <p>ANALOGIES USING KNOWLEDGE OF ANTONYMS AND SYNONYMS</p> <p>Note: This expectation deals with providing the missing word in an analogy. Students will produce analogies in fifth grade.</p> <p>Examples:</p> <ul style="list-style-type: none"> Guante es a la mano como bota es al _____ (pie) Cuadrado es a cuatro como triangulo es a _____ (tres) 	5.2C	<p>Produce analogies with known antonyms and synonyms</p> <p>Produce</p> <p>ANALOGIES WITH KNOWN ANTONYMS AND SYNONYMS</p> <p>Note: Students have completed analogies using synonym and antonyms in fourth grade. This is the first time students are expected to produce independent original analogies.</p> <p>Examples:</p> <ul style="list-style-type: none"> Perro es a cachorro como vaca es a ternero (sinónimo) Contenta es a dichosa como alegre es

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	<p>same as another word but that has a different meaning, e.g., bota (noun) and bota (verb)</p> <p>Homophone - a word that is pronounced the same, but not necessarily spelled the same, as another word but that has a different meaning (e.g., casa and caza)</p>		<ul style="list-style-type: none"> Vaso es a copa como aqua es a _____ (líquido) (sinónimo) Cara es a rostro como alumno es a _____ (estudiante) (sinónimo) Amor es a odio como alegría es a _____ (tristeza) (antónimo) <p>Analogy - a comparison between two different things in order to highlight some point of similarity</p>		<p>a feliz (sinónimo)</p> <ul style="list-style-type: none"> Rápido es a lento como correr es a caminar (antónimo) Amable es a grosero como honesto es a mentiroso (antónimo) <p>Analogy - a comparison between two different things in order to highlight some point of similarity.</p>
3.4D	<p>Identify and apply playful uses of language (e.g., tongue twisters, palindromes and riddles).</p> <p>Identify, Apply</p> <p>PLAYFUL USE OF LANGUAGE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Tongue twister - a group of words difficult to articulate rapidly usually because of a succession of similar consonantal sounds (e.g., Tres tristes tigres, tragaban trigo en un trigal) Palindrome - a word or phrase that reads the same backwards as forward (e.g., Anita lava la tina) Riddle - a statement or question having a double or hidden meaning put forth as a puzzle to be solved (e.g., No soy de oro, plata no soy; ya te he dicho quien soy.)(platano) 	4.2D	<p>Identify the meaning of common idioms.</p> <p>Identify</p> <p>THE MEANING OF COMMON IDIOMS</p> <p>Including, but not limited to:</p> <p>Idioms - a phrase or expression that means something different from what the words actually say (literal meaning)</p> <p>Common word idioms:</p> <ul style="list-style-type: none"> El muchacho metió la pata. (El muchacho cometió un error) Lo escribí al pie de la letra. (Lo escribí exactamente o correctamente.) 	5.2D	<p>Identify and explain the meaning of common idioms, adages, and other sayings.</p> <p>Identify, Explain</p> <p>THE MEANING OF COMMON IDIOMS, ADAGES, AND OTHER SAYINGS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Common expressions familiar to the students. Idioms - a phrase or expression that means something different from what the words actually say (literal meaning) <p>Examples:</p> <ul style="list-style-type: none"> Meter la cuchara (entremeterse uno en lo que no le concierne); Poner manos a la obra (comenzar a trabajar) <p>Adage - a short but memorable saying that</p>

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					<p>holds some important fact considered true by many people.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Ojos que no ven, corazón que no siente; • Quien mucho abarca, poco aprieta.
3.4E	<p>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.</p> <p>Alphabetize</p> <p>A SERIES OF WORDS TO THE THIRD LETTER</p> <p>Use</p> <p>A DICTIONARY OR A GLOSSARY TO DETERMINE THE MEANINGS, SYLLABICATION, AND PRONUNCIATION OF UNKNOWN WORDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use guide words • Use the dictionary key • Use phonetic spelling to pronounce a word <p>Syllabification - forming or dividing words into syllables</p>	4.2E	<p>Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> <p>Readiness Standard</p> <p>Use</p> <p>A DICTIONARY OR GLOSSARY TO DETERMINE THE MEANINGS, SYLLABICATION, AND PRONUNCIATION OF UNKNOWN WORDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use guide words • Use the dictionary key • Use phonetic spelling to pronounce a word <p>Syllabication - forming or dividing words into syllables</p> <p>Pronunciation - the manner in which someone utters a word</p> <p>Word meaning - identify single and multiple meanings</p>	5.2E	<p>Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternative word choices, and parts of speech or words.</p> <p>Readiness Standard</p> <p>Use</p> <p>A DICTIONARY, A GLOSSARY, OR A THESAURUS (PRINTED OR ELECTRONIC) TO DETERMINE MEANINGS, SYLLABICATION, PRONUNCIATIONS, ALTERNATIVE WORD CHOICES, PARTS OF SPEECH OR WORDS</p> <p>Note: In Spanish they use an antonyms and synonyms dictionary</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use the dictionary key • Use phonetic spelling to pronounce a word • Use dictionary abbreviations for parts of speech (e.g., n., v.)

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	<p>Pronunciation - the manner in which someone utters a word</p> <p>Word meaning - identify single and multiple meanings</p>				<p>Syllabication - forming or dividing words into syllables</p> <p>Pronunciation - the manner in which someone utters a word</p> <p>Word meaning - identify single and multiple meanings</p> <p>Part of speech: e.g., noun, pronoun, verb, adjective, adverb, conjunction, appositive, interjection</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>CCRS: I. Key Cognitive Skills: D. Academic Behaviors. (Grades 3, 4, 5) CDS: II. Foundational Skills: A. Reading across the curriculum. (Grades 3, 4, 5)</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 	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 	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

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	<ul style="list-style-type: none"> 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>		<ul style="list-style-type: none"> 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>		<ul style="list-style-type: none"> 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>
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 is your feeling or 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 is your feeling or 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 is your feeling or opinion about this?)</p> <p>Universal question - relates to belief systems and values of characters (credible, memorable)</p>
Fig19C	Monitor and adjust comprehension (e g.,	Fig19C	Monitor and adjust comprehension (e g.,	Fig19C	Monitor and adjust comprehension (e g.,

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	<p>using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).</p> <p>Monitor, Adjust</p> <p>COMPREHENSION</p> <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>using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).</p> <p>Monitor, Adjust</p> <p>COMPREHENSION</p> <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>using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).</p> <p>Monitor, Adjust</p> <p>COMPREHENSION</p> <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)</p> <p><i>Supporting Standard</i> (Poetry, Literary Nonfiction)</p> <p>Make</p> <p>INFERENCES ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p>	Fig19D	<p>Make inferences about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository)</p> <p><i>Supporting Standard</i> (Poetry, Literary Nonfiction)</p> <p>Make</p> <p>INFERENCES ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p>	Fig19D	<p>Make inferences about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository)</p> <p><i>Supporting Standard</i> (Poetry, Literary Nonfiction, Persuasive)</p> <p>Make</p> <p>INFERENCES ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</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

SLAR VERTICAL ALIGNMENT DOCUMENT
READING

GRADE 3	GRADE 4	GRADE 5
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Title • Cover • Illustrations • Plot • Facts/details • 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>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Title • Cover • Illustrations • Plot • Facts/details • 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>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Title • Cover • Illustrations • Plot • Facts/details • 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>

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