

Vertical Alignment Document

English Language Arts and Reading

English I – English IV

Reading

2011 – 2012



ELAR VERTICAL ALIGNMENT DOCUMENT
READING

	ENGLISH I		ENGLISH II		ENGLISH III		ENGLISH IV
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 9, 10, 11, 12)</i>						
E1.1A	<p>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.</p> <p><i>Supporting Standard</i></p> <p>Determine</p> <p>THE MEANING OF GRADE-LEVEL TECHNICAL ACADEMIC ENGLISH WORDS IN MULTIPLE CONTENT AREAS DERIVED FROM LATIN, GREEK, OR OTHER LINGUISTIC ROOTS AND AFFIXES</p> <p>Including, but not limited to affixes and roots found in content area text:</p> <ul style="list-style-type: none"> • Mathematics • Social Studies • Science • Arts 	E2.1A	<p>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.</p> <p><i>Supporting Standard</i></p> <p>Determine</p> <p>THE MEANING OF GRADE-LEVEL TECHNICAL ACADEMIC ENGLISH WORDS IN MULTIPLE CONTENT AREAS DERIVED FROM LATIN, GREEK, OR OTHER LINGUISTIC ROOTS AND AFFIXES</p> <p>Including, but not limited to affixes and roots found in content area text:</p> <ul style="list-style-type: none"> • Mathematics • Social Studies • Science • Arts 	E3.1A	<p>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.</p> <p><i>Supporting Standard</i></p> <p>Determine</p> <p>THE MEANING OF GRADE-LEVEL TECHNICAL ACADEMIC ENGLISH WORDS IN MULTIPLE CONTENT AREAS DERIVED FROM LATIN, GREEK, OR OTHER LINGUISTIC ROOTS AND AFFIXES</p> <p>Including, but not limited to affixes and roots found in content area text:</p> <ul style="list-style-type: none"> • Mathematics • Social Studies • Science • Arts 	E4.1A	<p>Determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, and the arts) derived from Latin, Greek, or other linguistic roots and affixes.</p> <p>Determine</p> <p>THE MEANING OF TECHNICAL ACADEMIC ENGLISH WORDS IN MULTIPLE CONTENT AREAS DERIVED FROM LATIN, GREEK, OR OTHER ROOTS AND AFFIXES</p> <p>Including, but not limited to affixes and roots found in content area text:</p> <ul style="list-style-type: none"> • Mathematics • Social Studies • Science • Arts <p>Academic vocabulary - specialized academic vocabulary that is used</p>

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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 CSCOE (Specificity)

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READING**

	ENGLISH I		ENGLISH II		ENGLISH III		ENGLISH IV
	Academic vocabulary - specialized academic vocabulary that is used within a particular context, and usually by a limited group of people who know and understand the specialized terms		Academic vocabulary - specialized academic vocabulary that is used within a particular context, and usually by a limited group of people who know and understand the specialized terms		Academic vocabulary - specialized academic vocabulary that is used within a particular context, and usually by a limited group of people who know and understand the specialized terms		within a particular context, and usually by a limited group of people who know and understand the specialized terms
E1.1B	<p>Analyze textual context (within a sentence and in larger sections of text) to distinguish between denotative and connotative meanings of words.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>TEXTUAL CONTEXT TO DISTINGUISH BETWEEN DENOTATIVE AND CONNOTATIVE MEANINGS OF WORDS</p> <p>Including, but not limited to: Steps in analysis</p> <ul style="list-style-type: none"> • Identify an unknown word • Identify and use clues within the sentence and/or larger section of 	E2.1B	<p>Analyze textual context (within a sentence and in larger sections of text) to distinguish between denotative and connotative meanings of words.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>TEXTUAL CONTEXT TO DISTINGUISH BETWEEN DENOTATIVE AND CONNOTATIVE MEANINGS OF WORDS</p> <p>Including, but not limited to: Steps in analysis</p> <ul style="list-style-type: none"> • Identify an unknown word • Identify and use clues within the sentence and/or larger section of 	E3.1B	<p>Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>TEXTUAL CONTEXT TO DRAW CONCLUSIONS ABOUT THE NUANCE IN WORD MEANINGS</p> <p>Including, but not limited to: Steps in analysis</p> <ul style="list-style-type: none"> • Identify an unknown word • Identify and use clues within the sentence and/or larger section of text • Determine how the 	E4.1B	<p>Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.</p> <p>Analyze</p> <p>TEXTUAL CONTEXT TO DRAW CONCLUSIONS ABOUT THE NUANCE IN WORD MEANINGS</p> <p>Including, but not limited to: Steps in analysis</p> <ul style="list-style-type: none"> • Identify an unknown word • Identify and use clues within the sentence and/or larger section of text • Determine how the word is used in the sentence (e.g., part of

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	ENGLISH I		ENGLISH II		ENGLISH III		ENGLISH IV
	<p>text</p> <ul style="list-style-type: none"> Determine the meaning of the word and distinguish it as denotative or connotative <p>Denotative Meaning - the dictionary definition of a word; the literal or cognitive meaning</p> <p>Connotative Meaning - the emotions or set of associations attached to a word that is implied rather than literal (e.g., feeling blue)</p> <p>Figurative language - language layered with meaning by word images and figures of speech, as opposed to literal language</p>		<p>text</p> <ul style="list-style-type: none"> Determine the meaning of the word and distinguish it as denotative or connotative <p>Denotative Meaning - the dictionary definition of a word; the literal or cognitive meaning</p> <p>Connotative Meaning - the emotions or set of associations attached to a word that is implied rather than literal (e.g., feeling blue)</p> <p>Figurative language - language layered with meaning by word images and figures of speech, as opposed to literal language</p>		<p>word is used in the sentence (e.g., part of speech, what the sentence or paragraph is trying to communicate)</p> <ul style="list-style-type: none"> Draw a conclusion about the word meaning <p>Nuance - a subtle distinction or fine detail</p> <p>Figurative language - language layered with meaning by word images and figures of speech, as opposed to literal language</p>		<p>speech, what the sentence or paragraph is trying to communicate)</p> <ul style="list-style-type: none"> Draw a conclusion about the word meaning <p>Nuance - a subtle distinction or fine detail</p> <p>Figurative language - language layered with meaning by word images and figures of speech, as opposed to literal language</p>
E1.1C	<p>Produce analogies that describe a function of an object or its description.</p> <p>Produce</p> <p>ANALOGIES THAT DESCRIBE A FUNCTION OF AN OBJECT OR ITS DESCRIPTION</p>	E2.1C	<p>Produce analogies that describe a function of an object or its description.</p> <p><i>Supporting Standard</i></p> <p>Produce</p> <p>ANALOGIES THAT DESCRIBE A FUNCTION OF AN OBJECT OR ITS</p>	E3.1C	<p>Infer word meaning through the identification and analysis of analogies and other word relationships.</p> <p><i>Supporting Standard</i></p> <p>Infer</p> <p>WORD MEANING</p>	E4.1C	<p>Use the relationship between words encountered in analogies to determine their meanings (e.g., synonym/antonyms, connotation/ denotation).</p> <p>Use</p> <p>THE RELATIONSHIP</p>

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	<p>Including, but not limited to: Function</p> <ul style="list-style-type: none"> • (e.g., Pen is to write as brush is to paint.) <p>Description</p> <ul style="list-style-type: none"> • (e.g., Soft is to kitten as hard is to rock.) <p>Analogy - a vocabulary exercise in which an association between a concept and its attribute is present (e.g., hot:cold as north:_____)</p>		<p>DESCRIPTION</p> <p>Including, but not limited to: Function</p> <ul style="list-style-type: none"> • (e.g., Pen is to write as brush is to paint) <p>Description</p> <ul style="list-style-type: none"> • (e.g., Soft is to kitten as hard is to rock.) <p>Analogy - a vocabulary exercise in which an association between a concept and its attribute is present (e.g., hot:cold as north:_____)</p>		<p>THROUGH THE IDENTIFICATION AND ANALYSIS OF ANALOGIES AND OTHER WORD RELATIONSHIPS</p> <p>Including, but not limited to: Steps in analysis</p> <ul style="list-style-type: none"> • Identify an analogy • Determine the word relationship • Infer the meaning <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Synonyms/ Antonyms • Part to whole • Whole to part • Description • Function • Homographs • Homophones <p>Infer - connecting bits of information to make a logical guess. Readers make inferences by drawing conclusions, making generalizations, and making predictions- a subtle inference is one in which the bits of information are not as easily connected.</p>		<p>BETWEEN WORDS ENCOUNTERED IN ANALOGIES TO DETERMINE THEIR MEANINGS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Synonyms/ Antonyms • Part to whole • Whole to part • Description • Function • Homographs • Homophones • Denotation/ Connotation <p>Analogy - a vocabulary exercise in which an association between a concept and its attribute is present (e.g., hot:cold as north:_____)</p>

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			<p>Analogy - a vocabulary exercise in which an association between a concept and its attribute is present (e.g., hot:cold as north:_____)</p>	
<p>E1.1D</p>	<p>Describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo</i>).</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>THE ORIGINS AND MEANINGS OF FOREIGN WORDS OR PHRASES USED FREQUENTLY IN WRITTEN ENGLISH</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Research word origins as an aid to understand meanings and influences on the English language • Research word and phrases as found in grade appropriate text 	<p>E2.1D</p> <p>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., <i>glasnost, avant-garde, coup d'état</i>).</p> <p><i>Supporting Standard</i></p> <p>Show</p> <p>THE RELATIONSHIP BETWEEN ORIGINS AND MEANING OF FOREIGN WORDS OR PHRASES USED FREQUENTLY IN WRITTEN ENGLISH AND HISTORICAL EVENTS OR DEVELOPMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Research word origins as an aid to understand relationships between 	<p>E3.1D</p> <p>Recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words.</p> <p><i>Supporting Standard</i></p> <p>Recognize, Use</p> <p>KNOWLEDGE OF COGNATES IN DIFFERENT LANGUAGES AND OF WORD ORIGINS TO DETERMINE THE MEANING OF WORDS</p> <p>Cognates - a word related in meaning and form to a word in another language or languages because of a common origin, e.g., <i>mother (English), moeder (Dutch), moder (Danish), mater (Latin), matr (Sanskrit), etc.</i></p> <p>False Cognates - words that have similar pronunciations and spelling in both</p>	<p>E4.1D</p> <p>Analyze and explain how the English language has developed and been influenced by other languages.</p> <p>Analyze, Explain</p> <p>HOW THE ENGLISH LANGUAGE HAS DEVELOPED AND BEEN INFLUENCED BY OTHER LANGUAGES</p> <p>Including, but not limited to:</p> <p>Steps in analysis</p> <ul style="list-style-type: none"> • Research the development of the English language • Research specific word origins • Explain the relationship between word origins and the development of the English language <p>Example:</p>

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	<p>Examples of foreign words:</p> <ul style="list-style-type: none"> • Caveat emptor • Carte blanche • Tête-à-tête • Pas de deux • Bon appetit • Quid pro quo • Others as found in grade appropriate text 		<p>origin and meaning</p> <p>Example of relationship between origin and meaning:</p> <ul style="list-style-type: none"> • Glasnost- the word originated in Russia, meaning a Soviet policy permitting open discussion; therefore, glasnost is used to mean literally and publically <p>Examples of foreign words:</p> <ul style="list-style-type: none"> • Glasnost • Caveat • Avant-garde • Coup d'état 		<p>languages, but do not have the same meaning</p>		<p><i>be, strong, and water</i> were derived from Old English around 1100 AD, were used by the early colonists, and are still used in the English language today.</p>
E1.1E	<p>Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotation and denotation, and their etymology.</p> <p><i>Readiness Standard</i></p> <p>Use</p> <p>A DICTIONARY, A GLOSSARY, OR A</p>	E2.1E	<p>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.</p> <p><i>Readiness Standard</i></p> <p>Use</p> <p>A DICTIONARY, A GLOSSARY, OR A</p>	E3.1E	<p>Use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p> <p><i>Readiness Standard</i></p> <p>Use</p> <p>GENERAL AND SPECIALIZED DICTIONARIES,</p>	E4.1E	<p>Use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p> <p>Use</p> <p>GENERAL AND SPECIALIZED DICTIONARIES, THESAURI, HISTORIES OF LANGUAGE, BOOKS</p>

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	ENGLISH I	ENGLISH II	ENGLISH III	ENGLISH IV
	<p>THESAURUS (PRINTED OR ELECTRONIC) TO DETERMINE OR CONFIRM THE MEANINGS OF WORDS AND PHRASES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Connotation • Denotation • Etymology • Academic language words • Other words as found in grade appropriate text <p>Denotative - the dictionary definition of a word; the literal or cognitive meaning</p> <p>Connotative - the emotions or set of associations attached to a word that is implied rather than literal (e.g., feeling blue)</p> <p>Etymology - the origin and history of a word; the study of word derivation</p>	<p>THESAURUS (PRINTED OR ELECTRONIC) TO DETERMINE OR CONFIRM THE MEANINGS OF WORDS AND PHRASES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Connotation • Denotation • Etymology • Academic language words • Other words as found in grade appropriate text <p>Denotative - the dictionary definition of a word; the literal or cognitive meaning</p> <p>Connotative - the emotions or set of associations attached to a word that is implied rather than literal (e.g., feeling blue)</p> <p>Etymology - the origin and history of a word; the study of word derivation</p>	<p>THESAURI, GLOSSARIES, HISTORIES OF LANGUAGE, BOOKS OF QUOTATIONS, AND OTHER RELATED REFERENCES (PRINTED OR ELECTRONIC) AS NEEDED</p> <p>Specialized dictionary - subject dictionary (e.g., medical dictionary)</p> <p>Note: This is the first time histories of language and books of quotations are introduced.</p>	<p>OF QUOTATIONS, AND OTHER RELATED REFERENCES (PRINTED OR ELECTRONIC) AS NEEDED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Glossary <p>Specialized dictionary - subject dictionary (e.g., medical dictionary)</p>
<p><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 and increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</i></p>				

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CCRS	CDS: I. Key Cognitive Skills: D. Academic Behaviors. (Grades 9, 10, 11, 12) CDS: II. Foundational Skills: A. Reading across the curriculum. (Grades 9, 10, 11, 12)						
Fig19A	<p>Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images.</p> <p>Reflect</p> <p>ON UNDERSTANDING TO MONITOR COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Asking questions • Summarizing • Skimming • Scanning • Synthesizing • Making textual, personal, and world connections • Creating sensory images • Using resources <p>Scan - to read quickly to find a fact or answer</p> <p>Skim - to read quickly to find</p>	Fig19A	<p>Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images.</p> <p>Reflect</p> <p>ON UNDERSTANDING TO MONITOR COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Asking questions • Summarizing • Skimming • Scanning • Synthesizing • Making textual, personal, and world connections • Creating sensory images • Using resources <p>Scan - to read quickly to find a fact or answer</p> <p>Skim - to read quickly to find</p>	Fig19A	<p>Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images.</p> <p>Reflect</p> <p>ON UNDERSTANDING TO MONITOR COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Asking questions • Summarizing • Skimming • Scanning • Synthesizing • Making textual, personal, and world connections • Creating sensory images • Using resources <p>Scan - to read quickly to find a fact or answer</p> <p>Skim - to read quickly to find</p>	Fig19A	<p>Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images.</p> <p>Reflect</p> <p>ON UNDERSTANDING TO MONITOR COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Asking questions • Summarizing • Skimming • Scanning • Synthesizing • Making textual, personal, and world connections • Creating sensory images • Using resources <p>Scan - to read quickly to find a fact or answer</p> <p>Skim - to read quickly to find</p>

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	general concepts and ideas		general concepts and ideas		general concepts and ideas		general concepts and ideas
Fig19B	<p>Make complex inferences about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository)</p> <p><i>Supporting Standard</i> (Literary Nonfiction, Poetry, Drama, Persuasive)</p> <p>Make</p> <p>COMPLEX INFERENCE ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Inductive reasoning - draw conclusion and then validate/ support it with textual evidence- conclusion is made from a limited amount of information- moves from specific to general Deductive reasoning - validate/support conclusions and generalizations with textual evidence- moves from a general statement to 	Fig19B	<p>Make complex inferences about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository)</p> <p><i>Supporting Standard</i> (Literary Nonfiction, Poetry, Drama, Persuasive)</p> <p>Make</p> <p>COMPLEX INFERENCE ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Inductive reasoning - draw conclusion and then validate/ support it with textual evidence- conclusion is made from a limited amount of information- moves from specific to general Deductive reasoning - validate/support conclusions and generalizations with textual evidence- moves from a general statement to 	Fig19B	<p>Make complex inferences (e.g. inductive and deductive) about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository)</p> <p><i>Supporting Standard</i> (Literary Nonfiction, Poetry, Drama, Persuasive)</p> <p>Make</p> <p>COMPLEX INFERENCE ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Inductive reasoning - draw conclusion and then validate/ support it with textual evidence- conclusion is made from a limited amount of information- moves from specific to general Deductive reasoning - validate/support conclusions and generalizations with textual evidence- moves from a general statement to 	Fig19B	<p>Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> <p>Make</p> <p>COMPLEX INFERENCE ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Inductive reasoning - draw conclusion and then validate/ support it with textual evidence- conclusion is made from a limited amount of information- moves from specific to general Deductive reasoning - validate/support conclusions and generalizations with textual evidence- moves from a general statement to application to specific events/ situations, etc. <p>Complex inference - use inductive and deductive</p>

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READING

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	<p>application to specific events/situations, etc.</p> <p>Complex inference - use inductive and deductive reasoning</p> <p>Inference - "reading between the lines"- the best guess after looking at textual clues and adding background knowledge or experience. Inferences are the causes/effects, predictions, generalizations and conclusions.</p> <p>Cause/effect - a type of inference about the relationship between an event and why it happened</p> <p>Prediction - a conclusion about the future</p> <p>Conclusion - a judgment or statement about a person, place, thing, event, future prediction, or reason why something happened that is inferred or deduced from evidence</p>		<p>application to specific events/ situations, etc.</p> <p>Complex inference - use inductive and deductive reasoning</p> <p>Inference - "reading between the lines"- the best guess after looking at textual clues and adding background knowledge or experience. Inferences are the causes/effects, predictions, generalizations and conclusions.</p> <p>Cause/effect - a type of inference about the relationship between an event and why it happened</p> <p>Prediction - a conclusion about the future</p> <p>Conclusion - a judgment or statement about a person, place, thing, event, future prediction, or reason why something happened that is inferred or deduced from evidence</p>		<p>statement to application to specific events/ situations, etc.</p> <p>Complex inference - use inductive and deductive reasoning</p> <p>Inference - "reading between the lines"- the best guess after looking at textual clues and adding background knowledge or experience. Inferences are the causes/effects, predictions, generalizations and conclusions.</p> <p>Cause/effect - a type of inference about the relationship between an event and why it happened</p> <p>Prediction - a conclusion about the future</p> <p>Conclusion - a judgment or statement about a person, place, thing, event, future prediction, or reason why something happened that is inferred or deduced from evidence</p>	<p>reasoning</p> <p>Inference - "reading between the lines"- the best guess after looking at textual clues and adding background knowledge or experience. Inferences are the causes/effects, predictions, generalizations and conclusions.</p> <p>Cause/effect - a type of inference about the relationship between an event and why it happened</p> <p>Prediction - a conclusion about the future</p> <p>Conclusion - a judgment or statement about a person, place, thing, event, future prediction, or reason why something happened that is inferred or deduced from evidence</p> <p>Generalization - a straightforward statement about a group/class of persons, places, things, events supported by information</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 CSCOE (Specificity)

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