

Introduction: The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are cumulative - students will continue to address earlier standards as needed while they attend to standards for their grade. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Figure 19	Fig.19(D) make inferences about text and use textual evidence to support understanding Fig.19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts Fig.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence
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TEKS	Genre	Literary Texts Knowledge and Skills Statement
5.6	Fiction	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
5.4	Poetry	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
5.5	Drama	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.
5.7	Literary Nonfiction	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
5.14	Media Literacy (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

TEKS	Genre	Informational Texts Knowledge and Skills Statement
5.11	Expository	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
5.12	Persuasive	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
5.13	Procedural (embedded)	Students understand how to glean and use information in procedural texts and documents.
5.14	Media Literacy (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
1 Understanding and Analysis Across Genres	10	Across Genres	5.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes 5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words 5.2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	5.3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures	5.19(F) [Fig.19(F)]

Figure 19	<p>Fig.19(D) make inferences about text and use textual evidence to support understanding</p> <p>Fig.19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</p> <p>Fig.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence</p>
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Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19		
2 Understanding and Analysis of Literary Texts	19	Fiction	5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events 5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts	5.6(C) explain different forms of third-person points of view in stories	5.6Fig.19(D) 5.6Fig.19(E)		
		Poetry		5.4(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems	5.4Fig.19(D) 5.4Fig.19(E)		
		Drama		5.5(A) analyze the similarities and differences between an original text and its dramatic adaptation	5.5Fig.19(D) 5.5Fig.19(E)		
		Literary Nonfiction		5.7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life	5.7Fig.19(D) 5.7Fig.19(E)		
		Standards Assessed Across/Embedded Literary Genres					
					5.8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text	5.3(B) describe the phenomena explained in origin myths from various cultures 5.3(C) explain the effect of a historical event or movement on the theme of a work of literature 5.14(C) identify the point of view of media presentations	5.3Fig.19(D) 5.8Fig.19(D) 5.14Fig.19(D)
3 Understanding and Analysis of Informational Texts	17	Expository	5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order 5.11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas 5.11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information 5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	5.11(B) determine the facts in text and verify them through established methods	5.11Fig.19(D) 5.11Fig.19(E)		
		Persuasive		5.12(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument 5.12(B) recognize exaggerated, contradictory, or misleading statements in text	5.12Fig.19(D) 5.12Fig.19(E)		
		Standards Assessed Across/Embedded Informational Genres					
					5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved 5.13(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures 5.13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams 5.14(C) identify the point of view of media presentations	5.13Fig.19(D) 5.14Fig.19(D)	
STAAR	46	28-32 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Fiction Expository)		14-16 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards)			