

Reading/Comprehension Skills

Figure 19 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.

Tools to Know			Ways to Show		
1 Fig.19(A)	1 Fig.19(B)	1 Fig.19(C)	1 Fig.19(D)*	1 Fig.19(E)*	1 Fig.19(F)*
establish purposes for reading selected texts based upon desired outcome to enhance comprehension	ask literal questions of text	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)	make inferences about text using textual evidence to support understanding	retell or act out important events in stories in logical order	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

Knowledge and Skills (Assessed Genres)

1.9 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
1.7 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.
1.8 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
1.10 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
1.14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

Knowledge and Skills (Embedded or Assessed Across Genres)

1.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.
1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
1.11 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.
1.15 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.
1.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.
1.13 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

Rptg Cat	Genre	Readiness Standards	Supporting Standards	Figure 19
1	Across Genres	1.4(B)* ask relevant questions, seek clarification, and locate facts and details about stories and other texts 1.6(C)* determine what words mean from how they are used in a sentence, either heard or read	1.6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns) 1.6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) 1.6(E)* alphabetize a series of words to the first or second letter and use a dictionary to find words	Fig.19(F) taught but not assessed until grade 4 STAAR*

Rptg Cat	Genre	Readiness Standards	Supporting Standards	Figure 19	
2 Understanding and Analysis of Literary Texts	Fiction	1.9(A)* describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events 1.9(B)* describe characters in a story and the reasons for their actions and feelings	1.7(A)* connect the meaning of a well-known story or fable to personal experiences 1.7(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales	1.9 Fig.19(D)* 1.9 Fig.19(E)	
	Poetry		1.8(A)* respond to and use rhythm, rhyme, and alliteration in poetry	1.8 Fig.19(D)* 1.8 Fig.19(E)*	
	Literary Nonfiction		1.10(A) determine whether a story is true or a fantasy and explain why	1.10 Fig.19(D)* 1.10 Fig.19(E)*	
	Across Literary Text				
	Across Literary Text		1.11(A) recognize sensory details in literary text 1.15(A) follow written multi-step directions with picture cues to assist with understanding 1.15(B) explain the meaning of specific signs and symbols (e.g., map features) 1.16(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) 1.16(B) identify techniques used in media (e.g., sound, movement)	1.16 Fig.19(D)*	
3 Understanding and Analysis of Informational Texts	Expository	1.14(A) restate the main idea, heard or read 1.14(B)* identify important facts or details in text, heard or read 1.14(C)* retell the order of events in a text by referring to the words and/or illustrations 1.14(D)* use text features (e.g., title, table of contents, illustrations) to locate specific information in text		1.14 Fig.19(D)* 1.14 Fig.19(E)*	
	Across Informational Text				
Across Informational Text		1.13(A)* identify the topic and explain the author's purpose in writing about the text 1.15(A) follow written multi-step directions with picture cues to assist with understanding 1.15(B) explain the meaning of specific signs and symbols (e.g., map features) 1.16(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) 1.16(B) identify techniques used in media (e.g., sound, movement)	1.16 Fig.19(D)*		

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Writing Process	<p>1.17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)</p> <p>1.17(B)* develop drafts by sequencing ideas through writing sentences</p> <p>1.17(C)* revise drafts by adding or deleting a word, phrase, or sentence</p> <p>1.17(D)* edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p>1.17(E) publish and share writing with others</p>
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Reporting Category*	Readiness Standards	Supporting Standards
1 Composition	<p>1.18(A)* write brief stories that include a beginning, middle, and end (literary)</p> <p>1.19(A)* write brief compositions about topics of interest to the student (expository/procedural)</p>	<p>1.19(C) write brief comments on literary or informational texts</p> <p>1.18(B) write short poems that convey sensory details</p> <p>1.19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)</p>
2 Revision	<p>1.17(C)* revise drafts by adding or deleting a word, phrase, or sentence</p>	
3 Editing	<p>1.17(D)* edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p>1.20(B) speak in complete sentences with correct subject-verb agreement</p> <p>1.21(B)* recognize and use basic capitalization for: (i)* the beginning of sentences (ii)* the pronoun "I"</p> <p>1.22(B)* use letter-sound patterns to spell</p>	<p>1.21(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences</p> <p>1.21(B)* recognize and use basic capitalization for: (iii)* names of people</p> <p>1.21(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences</p> <p>1.22(C)* spell high-frequency words from a commonly used list</p> <p>1.22(D)* spell base words with inflectional endings (e.g., adding "s" to make words plurals)</p> <p>1.22(E)* use resources to find correct spellings</p>

Genres	
Literary	Informational
<ul style="list-style-type: none"> • Fiction • Poetry 	<ul style="list-style-type: none"> • Expository • Procedural

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