

Texas Essential Knowledge and Skills (TEKS)

This chart correlates the lessons in *How to Get Better Test Scores, Grade 5 Reading*, to the TEKS standards covered on the assessments of academic readiness.¹

Lesson	TEKS
<p>Lesson 1: Vocabulary Skills <i>(Destrezas de vocabulario)</i></p>	<p>2 <i>Reading and Vocabulary Development.</i> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use context (e.g., in-sentence replacement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>(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.</p>
<p>Lesson 2: Analyzing Literature <i>(Análisis de textos literarios)</i></p>	<p>3 <i>Reading/Comprehension of Literary Text/Theme and Genre.</i> 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:</p> <p>(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;</p> <p>(B) describe the phenomena explained in origin myths from various cultures;</p> <p>(C) explain the effect of a historical event or movement on the theme of a work of literature.</p> <p>5 <i>Reading/Comprehension of Literary Text/Drama.</i> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p> <p>6 <i>Reading/Comprehension of Literary Text/Fiction.</i> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>(B) explain the roles and functions of characters in various plots, including their relationships and conflicts;</p> <p>(C) explain different forms of third-person points of view in stories.</p>

¹ Standards in bold are Readiness Standards, the standards assessed and emphasized on the test. The remaining standards are Supporting Standards that are assessed but not emphasized.

Lesson	TEKS
<p>Lesson 2: Analyzing Literature (<i>Análisis de textos literarios</i>) (<i>continued</i>)</p>	<p>7 <i>Reading/Comprehension of Literary Text/Literary Nonfiction.</i> 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:</p> <p>(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person’s life.</p> <p>19 <i>Reading/Comprehension Skills.</i> 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>(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;</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.</p>
<p>Lesson 3: Figurative Language (<i>Lenguaje figurado</i>)</p>	<p>4 <i>Reading/Comprehension of Literary Text/Poetry.</i> 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:</p> <p>(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.</p> <p>8 <i>Reading/Comprehension of Literary Text/Sensory Language.</i> 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. Students are expected to:</p> <p>(A) evaluate the impact of sensory details, imagery, and figurative language in literary text.</p>

Lesson	TEKS
<p>Lesson 4: Evaluating What You Read (<i>Evaluar lo que lees</i>)</p>	<p>10 <i>Reading/Comprehension of Informational Text/Culture and History.</i> 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. Students are expected to:</p> <p>(A) draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved.</p> <p>12 <i>Reading/Comprehension of Informational Text/Persuasive Text.</i> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument;</p> <p>(B) recognize exaggerated, contradictory, or misleading statements in text.</p> <p>14 <i>Reading/Media Literacy.</i> 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. Students are expected to:</p> <p>(C) identify the point of view of media presentations.</p>
<p>Lesson 5: Analyzing Nonfiction (<i>Análisis de no ficción</i>)</p>	<p>11 <i>Reading/Comprehension of Informational Text/Expository Text.</i> Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p> <p>(B) determine the facts in text and verify them through established methods;</p> <p>(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p> <p>19 <i>Reading/Comprehension Skills.</i> 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>(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.</p>