



Beginners Nonfiction -The Series

State: Texas Essential Knowledge and Skills (TEKS)

Subjects: Language Arts, Science

Grades: 2, 3, 4, 5

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Summary:

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 2 - Adopted: 2010

TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.3)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	2.3 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
GRADE LEVEL EXPECTATION	2.3 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	2.5 (B)	Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.
GRADE LEVEL EXPECTATION	2.5 (D)	Alphabetize a series of words and use a dictionary or a glossary to find words.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.12)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.14)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	2.14 (A)	Identify the main idea in a text and distinguish it from the topic.
GRADE LEVEL EXPECTATION	2.14 (B)	Locate the facts that are clearly stated in a text.
GRADE LEVEL EXPECTATION	2.14 (D)	Use text features (e.g., table of contents, index, headings) to locate specific information in text.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.15)	Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	2.15 (B)	Use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT	(2.19)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related

EXPECTATION		texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
GRADE LEVEL EXPECTATION	2.19 (C)	Write brief comments on literary or informational texts.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.25)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
GRADE LEVEL EXPECTATION	2.25 (B)	Use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Second Grade
STUDENT EXPECTATION	(2.1)	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:
GRADE LEVEL EXPECTATION	2.1 (B)	Ask literal questions of text.
GRADE LEVEL EXPECTATION	2.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 3 - Adopted: 2010

TEKS	TX.110.14.	English Language Arts and Reading, Grade 3
STUDENT EXPECTATION	(3.2)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	3.2 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
GRADE LEVEL EXPECTATION	3.2 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.14.	English Language Arts and Reading, Grade 3
STUDENT EXPECTATION	(3.4)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	3.4 (B)	Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.
GRADE LEVEL EXPECTATION	3.4 (E)	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.
TEKS	TX.110.14.	English Language Arts and Reading, Grade 3
STUDENT EXPECTATION	(3.11)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
TEKS	TX.110.14.	English Language Arts and Reading, Grade 3
STUDENT EXPECTATION	(3.13)	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. Students are expected to:
GRADE LEVEL EXPECTATION	3.13 (A)	Identify the details or facts that support the main idea.
GRADE LEVEL EXPECTATION	3.13 (B)	Draw conclusions from the facts presented in text and support those assertions with textual evidence.
GRADE LEVEL EXPECTATION	3.13 (D)	Use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
TEKS	TX.110.14.	English Language Arts and Reading, Grade 3
STUDENT EXPECTATION	(3.26)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
GRADE LEVEL EXPECTATION	3.26 (B)	Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics).
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Third Grade
STUDENT EXPECTATION	(3.1)	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:
GRADE LEVEL EXPECTATION	3.1 (B)	Ask literal, interpretive, and evaluative questions of text.
GRADE LEVEL EXPECTATION	3.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	3.1 (D)	Make inferences about text and use textual evidence to support understanding.

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 4 - Adopted: 2010

TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.2)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	4.2 (B)	Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.
GRADE LEVEL EXPECTATION	4.2 (E)	Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.9)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.11)	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. Students are expected to:
GRADE LEVEL EXPECTATION	4.11 (A)	Summarize the main idea and supporting details in text in ways that maintain meaning.
GRADE LEVEL EXPECTATION	4.11 (D)	Use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	4.13 (B)	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
TEKS	TX.110.15.	English Language Arts and Reading, Grade 4
STUDENT EXPECTATION	(4.24)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
GRADE LEVEL EXPECTATION	4.24 (B)	Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics).
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fourth Grade
STUDENT EXPECTATION	(4.1)	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:
GRADE LEVEL EXPECTATION	4.1 (B)	Ask literal, interpretive, and evaluative questions of text.
GRADE LEVEL EXPECTATION	4.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	4.1 (D)	Make inferences about text and use textual evidence to support understanding.

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Grade 5 - Adopted: 2010

TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.2)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	5.2 (B)	Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.

GRADE LEVEL EXPECTATION	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.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.11)	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. Students are expected to:
GRADE LEVEL EXPECTATION	5.11 (A)	Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	5.11 (B)	Determine the facts in text and verify them through established methods.
GRADE LEVEL EXPECTATION	5.11 (D)	Use multiple text features and graphics to gain an overview of the contents of text and to locate information.
TEKS	TX.110.16.	English Language Arts and Reading, Grade 5
STUDENT EXPECTATION	(5.13)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	5.13 (B)	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Fifth Grade
STUDENT EXPECTATION	(5.1)	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:
GRADE LEVEL EXPECTATION	5.1 (B)	Ask literal, interpretive, evaluative, and universal questions of text.
GRADE LEVEL EXPECTATION	5.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	5.1 (D)	Make inferences about text and use textual evidence to support understanding.
GRADE LEVEL EXPECTATION	5.1 (F)	Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.