



**Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic  
Grade K**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
K.2.A.i demonstrate phonological awareness by: identifying and producing rhyming words;	<b>Recognize rhyme.</b> Identify and match rhyming words.
K.2.A.ii demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<b>Segment onset and rime.</b> Segment onset and rime of spoken one-syllable words.
K.2.A.iv demonstrate phonological awareness by: identifying syllables in spoken words;	<b>Segment syllables.</b> Segment and/or count syllables in spoken words.
K.2.A.v demonstrate phonological awareness by: blending syllables to form multisyllabic words;	<b>Blend syllables.</b> Blend syllables in spoken two-syllable words.
K.2.A.vi demonstrate phonological awareness by: segmenting multisyllabic words into syllables;	<b>Segment syllables.</b> Segment and/or count syllables in spoken words.
K.2.A.vii demonstrate phonological awareness by: blending spoken onsets and rimes to form simple words;	<b>Blend onset and rime.</b> Blend onset and rime of spoken one-syllable words.
K.2.A.viii demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words;	<b>Blend sounds in words with two phonemes.</b> Blend sounds (phonemes) to identify spoken one-syllable words with two phonemes.
K.2.A.x demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes;	<b>Segment sounds in words with two to three phonemes.</b> Segment spoken one-syllable words into their complete sequence of individual sounds (two to three phonemes).
K.2.B.i demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent;	<b>Match long vowel sounds with common spellings for the five major vowels.</b> Recognize the long vowel sound within one-syllable words.

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Demonstrate basic knowledge of one-to-one letter-sound correspondences.</b> Match consonant sounds to letters in isolation: <i>s, f, r, m, p, l, t</i></p> <p><b>Demonstrate basic knowledge of one-to-one letter-sound correspondences.</b> Match consonant sounds to letters in isolation: <i>d, n, g, b, h, c</i></p> <p><b>Demonstrate basic knowledge of one-to-one letter-sound correspondences.</b> Match consonant sounds to letters in isolation: <i>v, j, w, x, k, z, y</i></p> <p><b>Match short vowel sounds with common spellings for the five major vowels.</b> Match short vowel sounds to letters in isolation: short <i>a</i></p> <p><b>Match short vowel sounds with common spellings for the five major vowels.</b> Match short vowel sounds to letters in isolation: short <i>i</i></p> <p><b>Match short vowel sounds with common spellings for the five major vowels.</b> Match short vowel sounds to letters in isolation: short <i>o</i></p> <p><b>Match short vowel sounds with common spellings for the five major vowels.</b> Match short vowel sounds to letters in isolation: short <i>e</i></p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Match short vowel sounds with common spellings for the five major vowels.</b> Match short vowel sounds to letters in isolation: short <i>u</i></p> <p><b>Demonstrate basic knowledge of one-to-one letter-sound correspondences.</b> Match consonant sounds to letters: soft <i>c</i>, soft <i>g</i>.</p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to letters: <i>y</i></p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to individual letters in isolation: long <i>e</i></p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to individual letters in isolation: long <i>i</i></p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to individual letters in isolation: long <i>o</i></p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to individual letters in isolation: long <i>u</i></p>
<p>K.2.B.i identifying and matching the common sounds that letters represent;</p>	<p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to individual letters in isolation: long <i>a</i></p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Encode words with short vowel sounds.</b> Encode one-syllable words with the short vowel sounds <i>a, e, i, o, u</i>.*</p>
<p>K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including . . . CCVC and CVCC words;</p>	<p><b>Decode regularly spelled one-syllable words with initial consonant blends.</b> Decode CCVC words beginning with <i>l</i>-blends or <i>r</i>-blends, such as <i>plug</i> or <i>drip</i>.</p> <p><b>Decode regularly spelled one-syllable words with final double consonants or <i>ck</i>.</b> Decode words beginning with an initial continuous sound and ending with either a final double consonant or <i>ck</i>: VCC (<i>egg</i>) and CVCC (<i>fill, rock</i>).</p> <p><b>Decode regularly spelled one-syllable words with final consonant blends.</b> Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i>.</p>
<p>K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including VC, CVC . . . words;</p>	<p><b>Decode regularly spelled one-syllable words with short vowels.</b> Decode simple VC and CVC words with short <i>a</i>.</p> <p><b>Decode regularly spelled one-syllable words with short vowels.</b> Decode simple VC and CVC words with short <i>i</i> or short <i>o</i>.</p> <p><b>Decode regularly spelled one-syllable words with short vowels.</b> Decode simple VC and CVC words with short <i>u</i> or short <i>e</i>.</p>
<p>K.2.B.ii using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p>	<p><b>Encode words with initial consonant blends.</b> Encode blends in isolation and in one-syllable CCVC words beginning with consonant blends.*</p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	<b>Distinguish between similarly spelled words.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.*
K.2.B.iii recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	<b>Manipulate phonemes.</b> Add, delete, or substitute interior sounds of consonant clusters within spoken one-syllable words.*
K.2.B.iv demonstrate and apply phonetic knowledge by: identifying and reading . . . high-frequency words from a research-based list;	<p><b>Recognize Grade K high-frequency words in isolation.</b> Recognize high-frequency words in isolation, such as <i>be, for, he, in, is, it, on, that, the, to, was, you.</i></p> <p><b>Recognize Grade K high-frequency words in isolation.</b> Recognize high-frequency words in isolation, such as <i>and, are, as, at, had, have, his, not, of, they, this, with.</i></p> <p><b>Recognize Grade K high-frequency words in isolation.</b> Recognize high-frequency words in isolation, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when.</i></p> <p><b>Recognize Grade K high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>be, for, he, in, is, it, on, that, the, to, was, you.</i></p> <p><b>Recognize Grade K high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>and, are, as, at, had, have, his, not, of, they, this, with.</i></p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Recognize Grade K high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when.</i></p>
<p>K.2.B.iv demonstrate and apply phonetic knowledge by: identifying and reading at least 25 high-frequency words from a research-based list;</p>	<p><b>Spell Grade K high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>be, for, he, in, is, it, on, that, the, to, was, you.*</i></p> <p><b>Spell Grade K high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>and, are, as, at, had, have, his, not, of, they, this, with.*</i></p>
<p>K.2.C.iii spelling high-frequency words from a research-based list;</p>	<p><b>Spell Grade K high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>be, for, he, in, is, it, on, that, the, to, was, you.</i></p> <p><b>Spell Grade K high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>and, are, as, at, had, have, his, not, of, they, this, with.</i></p>
<p>K.2.D.v demonstrate print awareness by: identifying all uppercase and lowercase letters; and</p>	<p><b>Understand organization and basic features of print.</b> Recognize and name all uppercase letters of the alphabet.</p> <p><b>Understand organization and basic features of print.</b> Recognize and name all lowercase letters of the alphabet.</p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>K.3.B use . . . texts the student is able to read or hear to learn . . . word meanings; and</p>	<p><b>Determine word meaning in literary text.</b> With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in literary text read aloud.</p> <p><b>Determine word meaning in informational text.</b> With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in informational text read aloud.</p>
<p>K.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p>	<p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade K words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p>
<p>K.3.C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>	<p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words and shades of meaning.*</p>
<p>K.5.C make . . . predictions using text features . . . with adult assistance;</p>	<p><b>Predict the topic of an informational text.</b> Predict the topic of an informational text by looking at the front cover, title, and/or illustrations.</p> <p><b>Predict the topic of a literary text.</b> Predict the topic of a literary text by looking at the front cover, title, and/or illustrations.</p>
<p>K.5.E make connections to . . . ideas in other texts . . .</p>	<p><b>Compare story elements in two literary texts.</b> With support, compare the adventures and experiences of characters in two literary texts read aloud.</p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade K (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Identify similarities and differences in two informational texts.</b> With support, compare illustrations, descriptions, or procedures in two informational texts on the same topic read aloud.</p>
<p>K.5.F make inferences . . . to support understanding with adult assistance;</p>	<p><b>Make inferences in literary text.</b> With support, draw conclusions or make inferences in read-aloud literary text or in pictures.</p> <p><b>Make inferences in informational text.</b> With support, draw conclusions or make inferences in read-aloud informational text or in pictures.</p>
<p>K.5.G evaluate details to determine what is most important with adult assistance;</p>	<p><b>Answer questions about key ideas and details in literary text.</b> With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary text read aloud.</p> <p><b>Answer questions about key ideas and details in informational text.</b> With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in informational text read aloud.</p> <p><b>Make inferences in literary text.</b> With support, draw conclusions or make inferences in read-aloud literary text or in pictures.*</p> <p><b>Make inferences in informational text.</b> With support, draw conclusions or make inferences in read-aloud informational text or in pictures.*</p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Identify cause-and-effect relationships in literary text.</b> With support, identify examples of cause and effect, using pictures or words in literary text read aloud.*</p> <p><b>Identify cause-and-effect relationships in informational text.</b> With support, identify examples of cause and effect, using pictures or words in informational text read aloud.*</p>
<p>K.6.C use text evidence to support an appropriate response;</p>	<p><b>Answer questions about key ideas and details in literary text.</b> With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary text read aloud.</p> <p><b>Answer questions about key ideas and details in informational text.</b> With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in informational text read aloud.</p> <p><b>Make inferences in literary text.</b> With support, draw conclusions or make inferences in read-aloud literary text or in pictures.</p> <p><b>Make inferences in informational text.</b> With support, draw conclusions or make inferences in read-aloud informational text or in pictures.</p> <p><b>Identify cause-and-effect relationships in literary text.</b> With support, identify examples of cause and effect, using pictures or words in literary text read aloud.</p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<b>Identify cause-and-effect relationships in informational text.</b> With support, identify examples of cause and effect, using pictures or words in informational text read aloud.
K.6.D retell texts in ways that maintain meaning;	<b>Retell informational text.</b> With support, retell key details of informational text read aloud.  <b>Retell literary text.</b> With support, retell stories read aloud.
K.6.F respond using newly acquired vocabulary as appropriate.	<b>Determine word meaning in informational text.</b> With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in informational text read aloud.*  <b>Determine word meaning in literary text.</b> With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in literary text read aloud.*
K.7.B identify and describe the main character(s);	<b>Identify characters in literary text.</b> With support, identify or describe characters in literary text read aloud.
K.7.C describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and	<b>Identify plot elements in literary text.</b> With support, identify the major events, the problem, and the resolution in literary text read aloud.
K.7.D describe the setting.	<b>Identify settings in literary text.</b> With support, identify the setting in literary text read aloud.
K.8.A demonstrate knowledge of distinguishing characteristics of well-known	<b>Recognize types of literary text.</b> With support, recognize common types of literary text.

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
children's literature such as folktales, fables, fairy tales, and nursery rhymes;	
K.8.C discuss main characters in drama;	<b>Identify characters in literary text.</b> With support, identify or describe characters in literary text read aloud.*
K.8.D.i recognize characteristics and structures of informational text, including: the central idea . . .	<b>Identify main idea in informational text.</b> With support, identify the main idea or topic of informational text read aloud.
K.8.D.ii recognize characteristics and structures of informational text, including: titles and simple graphics to gain information; and	<b>Connect text and visuals in informational text.</b> With support, describe the relationship between pictures and the text in which they appear (e.g., what person, place, thing, or idea a picture depicts) in informational text read aloud.*
K.8.D.iii recognize characteristics and structures of informational text, including: the steps in a sequence with adult assistance;	<b>Sequence events in informational text.</b> With support, sequence three steps in a process or sequence pictures of two events in informational text read aloud.
K.8.E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	<b>Identify reasons that support points in informational text.</b> With support, identify a reason an author gives to support specific points in informational text read aloud.*
K.8.F recognize characteristics of multimodal and digital texts.	<b>Connect text and visuals in literary text.</b> With support, describe the relationship between pictures and the text in which they appear (e.g., what moment in a story a picture depicts) in literary text read aloud.

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
1.2.A.i demonstrate phonological awareness by: producing a series of rhyming words;	<b>Recognize rhyme.</b> Identify and match rhyming words.
1.2.A.ii demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<b>Isolate and identify initial sounds.</b> Identify initial sounds (phonemes) in spoken one-syllable words with three or more phonemes.*
1.2.A.iii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words;	<b>Distinguish long and short vowel sounds.</b> Distinguish long and short vowel sounds in spoken one-syllable words.
1.2.A.iv demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	<p><b>Add phonemes.</b> Add individual sounds (phonemes) to spoken one-syllable words to make new words.</p> <p><b>Substitute initial phonemes.</b> Substitute initial sounds (phonemes) in spoken one-syllable words to make new words.</p> <p><b>Substitute final phonemes.</b> Substitute final sounds (phonemes) in spoken one-syllable words to make new words.</p> <p><b>Substitute medial phonemes.</b> Substitute medial vowel sounds (phonemes) in spoken one-syllable words to make new words.</p> <p><b>Isolate and identify initial sounds.</b> Isolate initial sounds (phonemes) in spoken three-phoneme CVC words. (This does not include CVC words ending with /l/, /r/, or /x/.)</p>
1.2.A.iv recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	<b>Manipulate phonemes.</b> Add, delete, or substitute interior sounds of consonant clusters within spoken one-syllable words.*

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
1.2.A.v demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	<p><b>Blend sounds in words with three phonemes.</b> Blend sounds (phonemes) to identify spoken one-syllable words with three phonemes.</p> <p><b>Blend sounds in words with four to five phonemes.</b> Blend sounds (phonemes), including consonant blends, to identify spoken one-syllable words with four to five phonemes.</p>
1.2.A.vi manipulating phonemes within . . . words; and	<p><b>Manipulate phonemes.</b> Add, delete, or substitute interior sounds of consonant clusters within spoken one-syllable words.</p>
1.2.A.vii demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	<p><b>Segment sounds in words with four to five phonemes.</b> Segment spoken one-syllable words into their complete sequence of individual sounds (four to five phonemes).</p>
1.2.B.i decoding words in isolation and in context by applying common letter sound correspondences;	<p><b>Encode words with <i>r</i>- controlled vowel sounds.</b> Encode the <i>r</i>-controlled vowel sounds /ar/ spelled <i>ar</i>, /or/ spelled <i>or</i>, and /er/ spelled <i>er</i>, <i>ir</i>, <i>ur</i>.*</p>
1.2.B.i demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences;	<p><b>Decode regularly spelled one-syllable words with initial consonant blends.</b> Decode CCVC words beginning with <i>l</i>-blends or <i>r</i>-blends, such as <i>plug</i> or <i>drip</i>.</p> <p><b>Decode regularly spelled one-syllable words with initial consonant blends.</b> Decode words beginning with two- or three-letter <i>s</i>-blends: CCVCC (<i>snack</i>), CCCVC (<i>sprig</i>), and CCCVCC (<i>stress</i>).</p> <p><b>Decode regularly spelled one-syllable words with final double consonants or <i>ck</i>.</b> Decode words beginning with an initial</p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>continuous sound and ending with either a final double consonant or <i>ck</i>: VCC (<i>egg</i>) and CVCC (<i>fill, rock</i>).</p> <p><b>Decode regularly spelled one-syllable words with final consonant blends.</b> Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i>.</p> <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common consonant digraphs in isolation.</b> Match spoken and written sounds of consonant digraphs (<i>th, sh, ch, wh, ck</i>) to letters in isolation.</p> <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common initial consonant digraphs.</b> Match spoken and written consonant digraphs (<i>th, sh, ch, wh</i>) at the beginning of a word.</p> <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common final consonant digraphs.</b> Match spoken and written consonant digraphs (<i>th, sh, ch, ck, ng</i>) at the end of a word.</p> <p><b>Decode regularly spelled one-syllable words with final -e.</b> Decode words with final -e conventions.</p> <p><b>Demonstrate basic knowledge of final -e conventions.</b> Identify the long vowel sound within one-syllable CVCe words.</p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Decode regularly spelled one-syllable words with common long-vowel teams.</b> Decode words with long-vowel digraphs and other long-vowel teams: <i>ai, ay, ee, ea, oa; igh, ow (grow)</i>.</p> <p><b>Demonstrate basic knowledge of one-to-one letter-sound correspondences.</b> Match consonant sounds to letters: soft <i>c</i>, soft <i>g</i>.</p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to letters: <i>y</i></p> <p><b>Decode regularly spelled one-syllable words with <i>r</i>-controlled vowels.</b> Decode words with <i>r</i>-controlled vowels (<i>ar, er, ir, or, ur</i>).</p> <p><b>Decode words with inflectional endings and no spelling changes.</b> Decode words with common inflectional endings, such as <i>-s, -es, -ed, -ing</i>, that don't include spelling changes.</p> <p><b>Divide compound words.</b> Divide common compound words into separate base words.</p> <p><b>Decode two-syllable words.</b> Decode two-syllable words following a VC/CV pattern.</p>
<p>1.2.B.ii decoding words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p><b>Encode words with consonant digraphs.</b> Encode consonant digraphs of a unique sound in isolation and in one-syllable words: <i>th, sh, ch, wh, tch</i>.*</p> <p><b>Encode words with initial consonant blends.</b> Encode blends in isolation and in</p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 1 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>one-syllable CCVC words beginning with consonant blends.*</p> <p><b>Encode words with final consonant blends.</b> Encode one-syllable words ending with consonant blends.*</p>
<p>1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . digraphs . . .</p>	<p><b>Demonstrate basic knowledge of sound-spelling correspondences for common consonant digraphs in isolation.</b> Match spoken and written sounds of consonant digraphs (<i>th, sh, ch, wh, ck</i>) to letters in isolation.</p> <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common initial consonant digraphs.</b> Match spoken and written consonant digraphs (<i>th, sh, ch, wh</i>) at the beginning of a word.</p> <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common final consonant digraphs.</b> Match spoken and written consonant digraphs (<i>th, sh, ch, ck, ng</i>) at the end of a word.</p>
<p>1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final consonant blends . . .</p>	<p><b>Decode regularly spelled one-syllable words with final double consonants or <i>ck</i>.</b> Decode words beginning with an initial continuous sound and ending with either a final double consonant or <i>ck</i>: VCC (<i>egg</i>) and CVCC (<i>fill, rock</i>).</p> <p><b>Decode regularly spelled one-syllable words with final consonant blends.</b> Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i>.</p>

\*This skill is related to the aligned standard



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with initial . . . blends . . .	<p><b>Decode regularly spelled one-syllable words with initial consonant blends.</b> Decode CCVC words beginning with <i>l</i>-blends or <i>r</i>-blends, such as <i>plug</i> or <i>drip</i>.</p> <p><b>Decode regularly spelled one-syllable words with initial consonant blends.</b> Decode words beginning with two- or three-letter <i>s</i>-blends: CCVCC (<i>snack</i>), CCCVC (<i>sprig</i>), and CCCVCC (<i>stress</i>).</p>
1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	<p><b>Encode vowel sounds in words with final e.</b> Encode long vowel sounds within one-syllable CVCe words.*</p> <p><b>Encode words with vowel teams.</b> Encode vowel sounds formed by vowel teams or other irregular spellings within one-syllable words.*</p> <p><b>Encode two-syllable words.</b> Encode two-syllable words with regular syllabication patterns.*</p>
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words . . . vowel teams, including vowel digraphs and diphthongs . . .	<p><b>Decode regularly spelled one-syllable words with common long-vowel teams.</b> Decode words with long-vowel digraphs and other long-vowel teams: <i>ai, ay, ee, ea, oa; igh, ow</i> (<i>grow</i>).</p>
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . r-controlled syllables	<p><b>Decode regularly spelled one-syllable words with r-controlled vowels.</b> Decode words with <i>r</i>-controlled vowels (<i>ar, er, ir, or, ur</i>).</p>
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . VCe syllables . . .	<p><b>Decode regularly spelled one-syllable words with final -e.</b> Decode words with final <i>-e</i> conventions.</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<b>Demonstrate basic knowledge of final -e conventions.</b> Identify the long vowel sound within one-syllable CVCe words.
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with closed syllables . . .	<b>Decode two-syllable words.</b> Decode two-syllable words following a VC/CV pattern.
1.2.B.iv demonstrate and apply phonetic knowledge by: using knowledge of base words to decode common compound words . . .	<b>Divide compound words.</b> Divide common compound words into separate base words.
1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including -ed, -s, and -es; and	<b>Decode words with inflectional endings and no spelling changes.</b> Decode words with common inflectional endings, such as -s, -es, -ed, -ing, that don't include spelling changes.
1.2.B.vi demonstrate and apply phonetic knowledge by: identifying and reading . . . high-frequency words from a research-based list;	<p> <b>Recognize Grade 1 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>been, big, do, if, into, like, man, many, more, no, other, out, people, said, so, some, take, them, then, these, time, up, which, who, will, would, your.</i> </p> <p> <b>Recognize Grade 1 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way.</i> </p> <p> <b>Recognize Grade 1 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>after,</i> </p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><i>back, because, called, did, down, each, even, get, just, know, little, much, must, now, our, such, through, water, where.</i></p> <p><b>Recognize Grade 1 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>been, big, do, if, into, like, man, many, more, no, other, out, people, said, so, some, take, them, then, these, time, up, which, who, will, would, your.</i></p> <p><b>Recognize Grade 1 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way.</i></p> <p><b>Recognize Grade 1 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>after, back, because, called, did, down, each, even, get, just, know, little, much, must, now, our, such, through, water, where.</i></p>
<p>1.2.B.vi demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list;</p>	<p><b>Spell Grade 1 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when.*</i></p> <p><b>Spell Grade 1 high-frequency words.</b> Spell high-frequency words, including</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>common irregularly spelled words, such as <i>been, big, do, if, into, like, man, many, more, no, other, out, people, said, so, some, take, them, then, these, time, up, which, who, will, would, your</i>.*</p> <p><b>Spell Grade 1 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way</i>.*</p>
<p>1.2.C.iv spelling high-frequency words from a research-based list;</p>	<p><b>Spell Grade 1 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when</i>.</p> <p><b>Spell Grade 1 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>been, big, do, if, into, like, man, many, more, no, other, out, people, said, so, some, take, them, then, these, time, up, which, who, will, would, your</i>.</p> <p><b>Spell Grade 1 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way</i>.</p>
<p>1.2.D demonstrate print awareness by identifying the information that different parts of a book provide;</p>	<p><b>Use text features in informational text.</b> Use headings, tables of contents, glossaries, or other text features to locate key facts or information in Grade 1 informational text.*</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
1.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
1.3.C identify the meaning of words with the affixes -s, -ed, and -ing; and	<b>Use prefixes, suffixes, and base words.</b> Understand and use meaningful word parts, including prefixes (such as, but not limited to, <i>un-</i> , <i>re-</i> ); suffixes (such as, but not limited to, <i>-er</i> , <i>-est</i> , <i>-ily</i> , <i>-ly</i> , <i>-y</i> ); inflectional endings (including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> ); and base words. Identify compound words.*
1.3.D identify and use words that name actions, directions, positions, sequences, categories, and locations.	<b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.*  <b>Understand word relationships.</b> Recognize synonyms and antonyms. Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.*
1.6.E make connections to . . . ideas in other texts . . .	<b>Compare story elements in two literary texts.</b> Compare the adventures and experiences of characters in two Grade 1 literary texts.  <b>Identify similarities and differences in two informational texts.</b> Compare illustrations, descriptions, or procedures in two Grade 1 informational texts on the same topic.

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>1.6.F make inferences and use evidence to support understanding with adult assistance;</p>	<p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 1 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 1 informational text.</p>
<p>1.6.G evaluate details to determine what is most important with adult assistance;</p>	<p><b>Answer questions about key ideas and details in literary text.</b> Demonstrate understanding of key ideas and details explicitly stated in Grade 1 literary text.</p> <p><b>Answer questions about key ideas and details in informational text.</b> Demonstrate understanding of key ideas and details explicitly stated in Grade 1 informational text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 1 literary text.*</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 1 informational text.*</p> <p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 1 literary text.*</p> <p><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-effect relationships in Grade 1 informational text.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Identify sequence of events in literary text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.*</p> <p><b>Identify sequence of events in informational text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.*</p>
<p>1.6.H synthesize information to create new understanding with adult assistance; and</p>	<p><b>Connect text and visuals in informational text.</b> Use details from illustrations and from text to describe the key ideas in Grade 1 informational text.</p>
<p>1.7.C use text evidence to support an appropriate response;</p>	<p><b>Answer questions about key ideas and details in informational text.</b> Demonstrate understanding of key ideas and details explicitly stated in Grade 1 informational text.</p> <p><b>Answer questions about key ideas and details in literary text.</b> Demonstrate understanding of key ideas and details explicitly stated in Grade 1 literary text.</p> <p><b>Identify sequence of events in informational text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.</p> <p><b>Identify sequence of events in literary text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.</p> <p><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 1 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>effect relationships in Grade 1 informational text.</p> <p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 1 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 1 informational text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 1 literary text.</p>
<p>1.7.D retell texts in ways that maintain meaning;</p>	<p><b>Retell literary text.</b> Retell what happens at the beginning, middle, or end in Grade 1 literary text.</p> <p><b>Retell informational text.</b> Retell the most important ideas and details in Grade 1 informational text.</p> <p><b>Identify sequence of events in literary text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.*</p> <p><b>Identify sequence of events in informational text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.*</p>
<p>1.8.A discuss topics and determine theme using text evidence with adult assistance;</p>	<p><b>Determine the message or lesson in literary text.</b> Determine the central message or lesson in Grade 1 literary text.</p>

*\*This skill is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
1.8.B describe the main character(s) and the reason(s) for their actions;	<b>Describe characters in literary text.</b> Identify or describe characters and the reasons for their actions, using key details in Grade 1 literary text.
1.8.C describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	<b>Describe plot elements in literary text.</b> Identify or describe the major events, the problem, and the resolution in Grade 1 literary text, using key details.  <b>Identify sequence of events in literary text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.*
1.8.D describe the setting.	<b>Describe settings in literary text.</b> Identify or describe the setting, using key details in Grade 1 literary text.
1.9.C discuss elements of drama such as characters and setting;	<b>Describe characters in literary text.</b> Identify or describe characters and the reasons for their actions, using key details in Grade 1 literary text.*  <b>Describe settings in literary text.</b> Identify or describe the setting, using key details in Grade 1 literary text.*
1.9.D.i recognize characteristics and structures of informational text, including: the central idea . . .	<b>Identify main idea in informational text.</b> Identify the main idea or topic in Grade 1 informational text.
1.9.D.ii recognize characteristics and structures of informational text, including: features and simple graphics to locate or gain information; and	<b>Use text features in informational text.</b> Use headings, tables of contents, glossaries, or other text features to locate key facts or information in Grade 1 informational text.
1.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as	<b>Identify sequence of events in informational text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.*

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
chronological order and description with adult assistance;	
1.9.E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	<b>Identify reasons that support points in informational text.</b> Identify reasons an author gives to support a specific point in Grade 1 informational text.*
1.9.F recognize characteristics of multimodal and digital texts.	<b>Connect text and visuals in literary text.</b> Use details from illustrations and from text to describe the characters, setting, or events in Grade 1 literary text.
1.10.C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	<b>Distinguish between text and visuals in informational text.</b> Differentiate between information provided by pictures and information provided by words in Grade 1 informational text.*
1.10.E listen to and experience first- and third-person texts.	<b>Identify point of view in literary text.</b> Identify who is telling the story in Grade 1 literary text.*

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
2.2.B.i decoding words with short, long, or variant vowels, trigraphs, and blends;	<b>Encode two-syllable words.</b> Encode regularly spelled two-syllable words with long vowel sounds formed by CVCe syllables, vowel team syllables, and vowel + /r/ sounds.*
2.2.B.i demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends;	<b>Distinguish long and short vowels.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.  <b>Decode regulary spelled one- and two-syllable words with common vowel teams.</b> Decode words with digraphs, diphthongs, and other vowel teams: <i>oo</i> ( <i>moon</i> ), <i>oo</i> ( <i>foot</i> ), <i>ie</i> ( <i>piece</i> ); <i>ou</i> ( <i>out</i> ), <i>ow</i> ( <i>cow</i> ), <i>oy</i> ( <i>boy</i> ), <i>oi</i> ( <i>oil</i> ); <i>ew</i> ( <i>blew</i> ), <i>ew</i> ( <i>few</i> ), <i>aw</i> ( <i>law</i> ), <i>au</i> ( <i>author</i> ), <i>ou</i> ( <i>young</i> ).
2.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with silent letters such as knife and gnat;	<b>Decode words with silent letters and other spellings.</b> Decode words with two-letter, one-sound combinations, such as <i>ph</i> , <i>kn</i> , <i>wr</i> .
2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>Encode two-syllable words.</b> Encode regularly spelled two-syllable words with long vowel sounds formed by CVCe syllables, vowel team syllables, and vowel + /r/ sounds.*
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . open syllables; VCe syllables; vowel teams, including digraphs and diphthongs . . .	<b>Decode two-syllable words with long vowels.</b> Decode regularly spelled two-syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.
2.2.B.iv demonstrate and apply phonetic knowledge by: decoding . . . contractions . . .	<b>Understand contractions.</b> Recognize contractions and match them to the words they represent.

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
2.2.B.v decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	<b>Encode two-syllable words.</b> Encode two-syllable words with short vowel sounds, following the patterns VC/V, VCC/CV, and VC/CCV.*
2.2.B.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	<b>Decode two-syllable words with short vowels.</b> Decode two-syllable short vowel words following VC/CV, VCCCV, or VC/V patterns.
2.2.B.vi decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	<b>Encode words with affixes.</b> Encode two- and three-syllable words with common prefixes and suffixes.*
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including . . . -es, -ed, [and] -ing . . .	<b>Decode words with inflectional endings and spelling changes.</b> Decode words with common inflectional endings, such as <i>-es, -ed, -ing</i> , that include spelling changes.
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	<b>Decode two-syllable words with prefixes and suffixes.</b> Decode two-syllable words with common prefixes and suffixes.*
2.2.B.vii demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list;	<p> <b>Recognize Grade 2 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>again, before, day, go, good, important, long, look, me, put, school, things, thought, too, used, work, years</i>.         </p> <p> <b>Recognize Grade 2 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>always, another, any, around, came, come, different, great, house, off, once, place, right, same, should, small, under</i>.         </p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Recognize Grade 2 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>away, don't, every, find, help, here, might, old, own, part, think, those, three, went, world.</i></p> <p><b>Recognize Grade 2 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>again, before, day, go, good, important, long, look, me, put, school, things, thought, too, used, work, years.</i></p> <p><b>Recognize Grade 2 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>always, another, any, around, came, come, different, great, house, off, once, place, right, same, should, small, under.</i></p> <p><b>Recognize Grade 2 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>away, every, don't, find, help, here, might, old, own, part, think, those, three, went, world.</i></p> <p><b>Spell Grade 2 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>after, back, because, called, did, down, each, even, get, just, know, little, much,</i></p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><i>must, now, our, such, through, water, where.*</i></p> <p><b>Spell Grade 2 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>again, before, day, go, good, important, long, look, me, put, school, things, thought, too, used, work, years.*</i></p> <p><b>Spell Grade 2 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>always, another, any, around, came, come, different, great, house, off, once, place, right, same, should, small, under.*</i></p> <p><b>Spell high-frequency words above Grade 2.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>away, every, don't, find, help, here, might, old, own, part, think, those, three, went, world.*</i></p>
<p>2.3.B use context within . . . a sentence to determine the meaning of unfamiliar words;</p>	<p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 2 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 2 informational text, including academic and/or domain-specific words.</p>
<p>2.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>	<p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 2 words used in</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	literary texts, grade-appropriate content areas, and other academic contexts.  <b>Understand word relationships.</b> Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*
2.3.C identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	<b>Use prefixes, suffixes, and base words.</b> Understand and use meaningful word parts, including prefixes (such as, but not limited to, <i>un-</i> , <i>re-</i> , <i>pre-</i> ); suffixes (such as, but not limited to, <i>-tion</i> , <i>-sion</i> , <i>-ion</i> , <i>-or/er</i> , <i>-ful</i> , <i>-less</i> ); and base words. Identify compound words and their meanings.
2.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	<b>Understand word relationships.</b> Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, multiple-meaning words, and shades of meaning.*
2.6.E make connections to . . . ideas in other texts . . .	<b>Compare story elements in two literary texts.</b> Compare versions of the same story presented in two Grade 2 literary texts.  <b>Compare important points in two informational texts.</b> Compare the most important points in two Grade 2 informational texts on the same topic.
2.6.F make inferences and use evidence to support understanding;	<b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 2 literary text.

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 2 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 2 informational text.</p>
<p>2.6.G evaluate details read to determine key ideas;</p>	<p><b>Determine main idea and key details in informational text.</b> Determine the topic, the main idea, and key details in Grade 2 informational text. Determine the focus of specific paragraphs within the text.</p> <p><b>Answer questions about key ideas and details in literary text.</b> Answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in Grade 2 literary text.</p> <p><b>Answer questions about key ideas and details in informational text.</b> Answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in Grade 2 informational text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 2 literary text.*</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 2 informational text.*</p> <p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 2 literary text.*</p> <p><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-</p>

*\*This skill is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>effect relationships in Grade 2 informational text.*</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 2 literary text.*</p> <p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 2 informational text.*</p>
2.6.H synthesize information to create new understanding; and	<p><b>Connect text and visuals in informational text.</b> Describe how images contribute to and clarify Grade 2 informational text.</p>
2.7.C use text evidence to support an appropriate response;	<p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 2 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 2 informational text.</p> <p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 2 literary text.</p> <p><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-effect relationships in Grade 2 informational text.</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 2 literary text.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 2 informational text.</p> <p><b>Answer questions about key ideas and details in literary text.</b> Answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in Grade 2 literary text.</p> <p><b>Answer questions about key ideas and details in informational text.</b> Answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in Grade 2 informational text.</p>
<p>2.7.D retell and paraphrase texts in ways that maintain meaning and logical order;</p>	<p><b>Retell informational text.</b> Retell and/or summarize the most important ideas and details in Grade 2 informational text.</p> <p><b>Retell literary text.</b> Retell and/or summarize a story, poem, or other Grade 2 literary text.</p> <p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 2 informational text.*</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 2 literary text.*</p>
<p>2.7.F respond using newly acquired vocabulary as appropriate.</p>	<p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 2 informational text, including academic and/or domain-specific words.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 2 literary text, including academic and/or domain-specific words.*
2.8.A . . . determine theme using text evidence . . .	<b>Determine the message, lesson, or moral in literary text.</b> Determine the central message, lesson, or moral in Grade 2 literary text.
2.8.B describe the main character's (characters') internal and external traits;	<b>Describe characters in literary text.</b> Describe how characters in a story respond to major events and challenges in Grade 2 literary text.
2.8.C describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	<b>Describe plot elements in literary text.</b> Identify or describe the major events, the problem, and the resolution in Grade 2 literary text, using key details.  <b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 2 literary text.*
2.8.D describe the importance of the setting.	<b>Describe settings in literary text.</b> Identify or describe the setting, using key details in Grade 2 literary text.
2.9.D.i recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance;	<b>Determine main idea and key details in informational text.</b> Determine the topic, the main idea, and key details in Grade 2 informational text. Determine the focus of specific paragraphs within the text.
2.9.D.ii recognize characteristics and structures of informational text, including: features and graphics to locate and gain information; and	<b>Use text features in informational text.</b> Use captions, bold print, headings, glossaries, indexes, or other text features to locate key facts or information in Grade 2 informational text.
2.9.D.iii recognize characteristics and structures of informational text,	<b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
including: organizational patterns such as chronological order and cause and effect stated explicitly;	effect relationships in Grade 2 informational text.*  <b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 2 informational text.*
2.9.E.i recognize characteristics of persuasive text, including: stating what the author is trying to persuade the reader to think or do; and	<b>Identify author's purpose in informational text.</b> Identify the author's purpose in Grade 2 informational text.*
2.9.E.ii recognize characteristics of persuasive text, including: distinguishing facts from opinion; and	<b>Identify fact and opinion in informational text.</b> Identify the author's opinion and distinguish between fact and opinion in Grade 2 informational text.
2.9.F recognize characteristics of multimodal and digital texts.	<b>Connect text and visuals in literary text.</b> Use details from illustrations and from text to describe the characters, setting, or events in Grade 2 literary text.
2.10.A discuss the author's purpose for writing text;	<b>Identify author's purpose in informational text.</b> Identify the author's purpose in Grade 2 informational text.
2.10.C discuss the author's use of print and graphic features to achieve specific purposes;	<b>Connect text and visuals in informational text.</b> Describe how images contribute to and clarify Grade 2 informational text.
2.10.D discuss the use of . . . figurative language;	<b>Identify figurative language in informational text.</b> Identify an author's use of figurative language, such as metaphors or similes, in Grade 2 informational text.  <b>Identify figurative language in literary text.</b> Identify an author's use of figurative language, such as metaphors or similes, in Grade 2 literary text.
2.10.D discuss the use of descriptive [and] literal . . . language;	<b>Describe author's use of language in literary text.</b> Identify an author's use of

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	descriptive language and/or literary devices, such as rhyme or alliteration, in Grade 2 literary text. Describe how an author's language supplies rhythm and meaning in a text.
2.10.E identify the use of first or third person in a text; and	<b>Identify point of view or perspective in literary text.</b> Identify the point of view or perspective of characters in Grade 2 literary text.*

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
3.2.A.i decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	<b>Encode multisyllabic words.</b> Encode multisyllabic words, including words with vowel pairs.*
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . r-controlled syllables . . .	<b>Decode multisyllabic words with difficult letter-sound correspondences.</b> Decode multisyllabic words with difficult vowel + / r/ sounds.
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>Decode multisyllabic words with schwa sounds.</b> Decode multisyllabic words with schwa + <i>l</i> or schwa + <i>n</i> sounds.*
3.2.A.iv demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	<b>Decode multisyllabic words.</b> Decode common three- and four-syllable words.*  <b>Identify syllable sounds.</b> Identify syllable sounds in multisyllabic words.*  <b>Decode multisyllabic words.</b> Decode five-syllable words and less common three- and four-syllable words.*  <b>Use syllabication patterns to determine syllable sounds.</b> Determine syllable sounds in multisyllabic words.*  <b>Decode multisyllabic words with a V/V pattern.</b> Distinguish vowel pairs ( <i>thief</i> vs. <i>science</i> ) in order to decode multisyllabic words following a V/V pattern.*
3.2.A.v decoding words using knowledge of prefixes;	<b>Encode words with affixes.</b> Encode multisyllabic words with common prefixes and suffixes.*

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
3.2.A.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes;	<b>Decode multisyllabic words with prefixes and suffixes.</b> Decode multisyllabic words with common prefixes and suffixes.
3.2.A.vi decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<b>Encode words with affixes.</b> Encode multisyllabic words with common prefixes and suffixes.*
3.2.A.vi demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<b>Decode multisyllabic words with prefixes and suffixes.</b> Decode multisyllabic words with common prefixes and suffixes.*
3.3.B use context within . . . a sentence to determine the meaning of unfamiliar words . . .	<b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 3 literary text, including academic and/or domain-specific words.  <b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 3 informational text, including academic and/or domain-specific words.
3.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words . . .	<b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 3 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.
3.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<b>Understand word relationships.</b> Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 3 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
3.3.C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	<b>Use prefixes, suffixes, word roots, and base words.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>in-, im-, en-, em-, non-, mid-, mis-, dis-</i> ); suffixes (such as, but not limited to, <i>-ful, -less, -ness, -ment, -able, -ible, -ous</i> ); word roots (such as, but not limited to, <i>bio, geo</i> ); and base words to determine the meaning of words and phrases.
3.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<b>Understand word relationships.</b> Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*
3.6.E make connections to . . . ideas in other texts . . .	<b>Compare story elements and themes in two literary texts.</b> Compare the settings, plots, and themes of two Grade 3 literary texts that contain the same or similar characters.  <b>Compare important points and key details in two informational texts.</b> Compare the most important points and key details in two Grade 3 informational texts on the same topic.
3.6.F make inferences and use evidence to support understanding;	<b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 3 literary text.  <b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 3 informational text.

\*This skill is related to the aligned standard



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>3.6.G evaluate details read to determine key ideas;</p>	<p><b>Determine main idea and key details in informational text.</b> Determine the main idea in Grade 3 informational text and explain how it is supported by key details.</p> <p><b>Determine the theme, message, lesson, or moral in literary text.</b> Determine the theme, central message, lesson, or moral in Grade 3 literary text and identify how it is developed and conveyed through key details.</p> <p><b>Answer questions about key ideas and details in literary text.</b> Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary text, referring explicitly to the text as the basis for the answers.</p> <p><b>Answer questions about key ideas and details in informational text.</b> Answer questions to demonstrate understanding of key ideas and details in Grade 3 informational text, referring explicitly to the text as the basis for the answers.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 3 literary text.*</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 3 informational text.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 3 literary text.*</p> <p><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-effect relationships in Grade 3 informational text.*</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 3 literary text.*</p> <p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 3 informational text.*</p>
3.6.H synthesize information to create new understanding; and	<p><b>Connect text and visuals in informational text.</b> Use information from text and from visuals, such as maps and photographs, to demonstrate understanding of Grade 3 informational text.</p>
3.7.C use text evidence to support an appropriate response;	<p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 3 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 3 informational text.</p> <p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 3 literary text.</p> <p><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>effect relationships in Grade 3 informational text.</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 3 literary text.</p> <p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 3 informational text.</p> <p><b>Answer questions about key ideas and details in literary text.</b> Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary text, referring explicitly to the text as the basis for the answers.</p> <p><b>Answer questions about key ideas and details in informational text.</b> Answer questions to demonstrate understanding of key ideas and details in Grade 3 informational text, referring explicitly to the text as the basis for the answers.</p>
<p>3.7.D retell and paraphrase texts in ways that maintain meaning and logical order;</p>	<p><b>Retell informational text.</b> Retell and/or summarize the main idea and key details of Grade 3 informational text.</p> <p><b>Retell literary text.</b> Retell and/or summarize a story, poem, or other Grade 3 literary text.</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 3 literary text.*</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 3 informational text.*
3.7.F respond using newly acquired vocabulary as appropriate; and	<b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 3 informational text, including academic and/or domain-specific words.*  <b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 3 literary text, including academic and/or domain-specific words.*
3.8.A infer the theme of a work . . .	<b>Determine the theme, message, lesson, or moral in literary text.</b> Determine the theme, central message, lesson, or moral in Grade 3 literary text and identify how it is developed and conveyed through key details.
3.8.B explain the relationships among the major and minor characters;	<b>Compare and contrast within a literary text.</b> Compare or contrast key details about characters, settings, or events within a Grade 3 literary text.
3.8.C analyze . . . the sequence of events . . .	<b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 3 literary text.
3.8.C analyze plot elements, including the sequence of events, the conflict, and the resolution; and	<b>Describe plot elements in literary text.</b> Identify or describe plot elements, including main events, problem, and resolution, in Grade 3 literary text.
3.8.D explain the influence of the setting on the plot.	<b>Describe settings in literary text.</b> Identify or describe the setting, including historical and cultural settings, in Grade 3 literary text. Explain how the setting influences characters or plot.

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
3.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;	<b>Determine main idea and key details in informational text.</b> Determine the main idea in Grade 3 informational text and explain how it is supported by key details.
3.9.D.ii recognize characteristics and structures of informational text, including: features such as . . . bullets, numbers, and bold . . . font to support understanding; and	<b>Use text features in informational text.</b> Use headings, numbered or bulleted lists, bold print, sidebars, or other search tools to locate key facts or information in Grade 3 informational text.
3.9.D.ii recognize characteristics and structures of informational text, including: features such as sections, tables, graphs, [and] timelines . . . to support understanding; and	<b>Connect text and visuals in informational text.</b> Use information from text and from visuals, such as maps and photographs, to demonstrate understanding of Grade 3 informational text.
3.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution;	<b>Analyze text structure in informational text.</b> Identify or describe the logical connection between particular sentences and paragraphs in Grade 3 informational text, such as comparison, cause/effect, and sequence.  <b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-effect relationships in Grade 3 informational text.*
3.9.E.i recognize characteristics and structures of argumentative text by: identifying the claim;	<b>Evaluate argument in informational text.</b> Explain how an author uses reasons and evidence to support particular points or claims in Grade 3 informational text.*
3.9.E.ii recognize characteristics and structures of argumentative text by: distinguishing facts from opinion; and	<b>Distinguish fact and opinion in informational text.</b> Distinguish facts and opinions in Grade 3 informational text.
3.9.F recognize characteristics of multimodal and digital texts.	<b>Connect text and visuals in literary text.</b> Analyze how details in illustrations help convey mood or emphasize aspects of a character or setting in Grade 3 literary text.

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
3.10.A explain the author's purpose and message within a text;	<b>Identify author's point of view or purpose in informational text.</b> Identify the author's point of view or purpose, including how it is developed, in Grade 3 informational text. Distinguish the author's point of view from one's own point of view as a reader.
3.10.B explain how the use of text structure contributes to the author's purpose;	<b>Analyze text structure in informational text.</b> Identify or describe the logical connection between particular sentences and paragraphs in Grade 3 informational text, such as comparison, cause/effect, and sequence.*
3.10.C explain the author's use of print and graphic features to achieve specific purposes;	<b>Connect text and visuals in informational text.</b> Use information from text and from visuals, such as maps and photographs, to demonstrate understanding of Grade 3 informational text.*
3.10.D describe how the author's use of imagery . . . achieves specific purposes;	<b>Interpret author's use of language in informational text.</b> Interpret an author's choice of words in Grade 3 informational text. Identify how an author's words suggest feelings, paint a picture, or create a mood.  <b>Interpret author's use of language in literary text.</b> Interpret an author's choice of words in Grade 3 literary text. Identify how an author's words suggest feelings, paint a picture, or create a mood.
3.10.D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	<b>Interpret figurative language in literary text.</b> Identify or interpret an author's use of figurative language, such as metaphors, similes, personification, or hyperbole, in Grade 3 literary text.*

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<b>Interpret figurative language in informational text.</b> Identify or interpret an author's use of figurative language, such as metaphors, similes, personification, or hyperbole, in Grade 3 informational text.*
3.10.E identify the use of literary devices, including first- or third-person point of view;	<b>Identify point of view or perspective in literary text.</b> Identify the point of view or perspective of narrators or characters in Grade 3 literary text. Distinguish a narrator's or character's point of view or perspective from one's own point of view or perspective as a reader.*

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 4**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
4.3.B use context . . . to determine the relevant meaning of unfamiliar words . . .	<p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 4 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 4 informational text, including academic and/or domain-specific words.</p>
4.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words . . .	<p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 4 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p>
4.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	<p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*</p>
4.3.C determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and	<p><b>Use prefixes, suffixes, and word roots.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>il-, ir-, over-, under-, fore-, de-, trans-</i>); suffixes (such as, but not limited to, <i>-ant, -ent, -ance, -ence, -ive, -age</i>); and word roots (such as, but not limited to, <i>aud, port, spect, struct</i>) to determine the meaning of words and phrases.</p>
4.3.D identify, use, and explain the meaning of homophones such as reign/rain.	<p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative</p>

\*This skill is related to the aligned standard



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	language, such as similes, metaphors, idioms, or adages.*
4.6.E make connections to . . . ideas in other texts . . .	<p><b>Compare point of view in two informational texts.</b> Compare a firsthand and secondhand account of the same event or topic in two Grade 4 informational texts.</p> <p><b>Compare plot and theme in two literary texts.</b> Compare the treatment of similar themes and patterns of events in two Grade 4 literary texts.</p> <p><b>Compare point of view in two literary texts.</b> Compare the point of view from which two Grade 4 literary texts are narrated.</p>
4.6.F make inferences and use evidence to support understanding;	<p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 4 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 4 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 4 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 4 informational text.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
4.6.G evaluate details read to determine key ideas;	<p><b>Determine main idea and supporting details in informational text.</b> Determine the main idea of a Grade 4 informational text and explain its relationship to supporting details.</p> <p><b>Determine theme in literary text.</b> Determine the theme, central message, or lesson in Grade 4 literary text and identify how it is developed and conveyed through specific details.</p>
4.6.H synthesize information to create new understanding; and	<p><b>Integrate information from two informational texts.</b> Integrate information from two Grade 4 informational texts on the same topic.</p>
4.7.C use text evidence to support an appropriate response;	<p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 4 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 4 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 4 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 4 informational text.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
4.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	<p><b>Summarize informational text.</b> Summarize main idea and supporting details in Grade 4 informational text.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 4 literary text.</p>
4.7.F respond using newly acquired vocabulary as appropriate; and	<p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 4 literary text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 4 informational text, including academic and/or domain-specific words.*</p>
4.8.A infer basic themes supported by text evidence;	<p><b>Determine theme in literary text.</b> Determine the theme, central message, or lesson in Grade 4 literary text and identify how it is developed and conveyed through specific details.</p>
4.8.B explain the interactions of the characters and the changes they undergo;	<p><b>Analyze characters in literary text.</b> Analyze characterization in Grade 4 literary text, drawing on specific details in the text, such as a character's thoughts, words, or actions.</p>
4.8.C analyze plot elements, including the rising action, climax, falling action, and resolution; and	<p><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 4 literary text, drawing on specific details in the text.</p>
4.8.D explain the influence of the setting, including historical and cultural settings, on the plot.	<p><b>Analyze settings in literary text.</b> Identify or describe the setting, including historical and cultural settings, and the influence the</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	setting has on the plot in Grade 4 literary text.
4.9.B explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	<p><b>Interpret figurative language in literary text.</b> Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.*</p> <p><b>Interpret figurative language in informational text.</b> Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, in Grade 4 informational text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's choice of words in Grade 4 literary text. Identify how an author's words suggest feelings, paint a picture, or create a mood.*</p>
4.9.C explain structure in drama such as character tags, acts, scenes, and stage directions;	<p><b>Describe and compare structural elements of literary texts.</b> Describe the structural elements of Grade 4 poems and dramas, and the relationship between structural elements and meaning, using terms such as verse, rhythm, meter; cast of characters, dialogue, stage directions. Explain major differences between structural elements of poems, drama, and prose.*</p>
4.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;	<p><b>Determine main idea and supporting details in informational text.</b> Determine the main idea of a Grade 4 informational text and explain its relationship to supporting details.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
4.9.D.ii recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding; and	<b>Interpret text features and other visuals in informational text.</b> Analyze how text features, pictures, multimedia elements, or other visuals contribute to an understanding of Grade 4 informational text.
4.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast;	<b>Analyze text structure in informational text.</b> Identify or describe the text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 4 informational text or part of a text.
4.9.E.i recognize characteristics and structures of argumentative text by: identifying the claim;	<b>Evaluate argument in informational text.</b> Explain how an author uses reasons and evidence to support particular points or claims in Grade 4 informational text.*
4.9.E.ii recognize characteristics and structures of argumentative text by: explaining how the author has used facts for an argument; and	<b>Evaluate argument in informational text.</b> Explain how an author uses reasons and evidence to support particular points or claims in Grade 4 informational text.
4.9.F recognize characteristics of multimodal and digital texts.	<b>Compare literary text to multimedia presentations of the text.</b> Make connections between a Grade 4 literary text and a visual or oral presentation of the text, analyzing where each version reflects specific descriptions or directions in the text.  <b>Interpret text features and other visuals in informational text.</b> Analyze how text features, pictures, multimedia elements, or other visuals contribute to an understanding of Grade 4 informational text.
4.10.A explain the author's purpose and message within a text;	<b>Identify author's purpose or perspective in informational text.</b> Determine an author's purpose or perspective in Grade 4 informational text.

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>4.10.B explain how the use of text structure contributes to the author's purpose;</p>	<p><b>Analyze text structure in informational text.</b> Identify or describe the text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 4 informational text or part of a text.*</p> <p><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 4 literary text, drawing on specific details in the text.*</p> <p><b>Describe and compare structural elements of literary texts.</b> Describe the structural elements of Grade 4 poems and dramas, and the relationship between structural elements and meaning, using terms such as verse, rhythm, meter; cast of characters, dialogue, stage directions. Explain major differences between structural elements of poems, drama, and prose.*</p>
<p>4.10.C analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p><b>Interpret text features and other visuals in informational text.</b> Analyze how text features, pictures, multimedia elements, or other visuals contribute to an understanding of Grade 4 informational text.</p>
<p>4.10.D describe . . . the author's use of . . . figurative language such as simile and metaphor . . .</p>	<p><b>Interpret figurative language in informational text.</b> Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, in Grade 4 informational text.</p>
<p>4.10.D describe . . . the author's use of . . . figurative language such as simile and</p>	<p><b>Interpret figurative language in literary text.</b> Identify or interpret an author's use</p>

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
metaphor, and sound devices such as alliteration and assonance . . .	of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.
4.10.D describe how the author's use of imagery . . . achieves specific purposes;	<p><b>Interpret author's use of language in informational text.</b> Interpret an author's choice of words in Grade 4 informational text. Identify how an author's words suggest feelings, paint a picture, or create a mood.</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's choice of words in Grade 4 literary text. Identify how an author's words suggest feelings, paint a picture, or create a mood.</p>
4.10.E identify and understand the use of literary devices, including first- or third-person point of view;	<p><b>Identify narrator's point of view or perspective in literary text.</b> Identify and interpret a narrator's or speaker's point of view or perspective in Grade 4 literary text. Distinguish between first-person and third-person narration.</p>

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 5**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
5.3.B use context . . . to determine the relevant meaning of unfamiliar words . . .	<p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 5 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 5 informational text, including academic and/or domain-specific words.</p>
5.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words . . .	<p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 5 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p>
5.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	<p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p>
5.3.C identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and	<p><b>Use prefixes, suffixes, and word roots.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>inter-</i>, <i>semi-</i>, <i>anti-</i>, <i>multi-</i>); suffixes (such as, but not limited to, <i>-al</i>, <i>-ial</i>, <i>-ious</i>, <i>-eous</i>, <i>-an</i>, <i>-ian</i>, <i>-ity</i>); and word roots (such as, but not limited to, <i>ped</i>, <i>phon</i>, <i>dict</i>, <i>scrib/script</i>, <i>meter/metr</i>, <i>mit/mis</i>) to determine the meaning of words and phrases.</p>
5.3.D identify, use, and explain the meaning of adages and puns.	<p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p>

\*This skill is related to the aligned standard




*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>5.6.E make connections to . . . ideas in other texts . . .</p>	<p><b>Compare point of view in two informational texts.</b> Compare two Grade 5 informational texts (e.g., primary and secondary sources, similar/different accounts of the same event or topic), including the point of view each account represents.</p> <p><b>Compare topic and theme in two literary texts.</b> Compare the approaches to similar topics and themes in two Grade 5 literary texts of the same genre.</p> <p><b>Compare text structure in two informational texts.</b> Compare the overall structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, or concepts in two Grade 5 informational texts.</p>
<p>5.6.F make inferences and use evidence to support understanding;</p>	<p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 5 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 5 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 5 literary text.</p>

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 5 informational text.</p>
<p>5.6.G evaluate details read to determine key ideas;</p>	<p><b>Determine main idea and supporting details in informational text.</b> Determine the main idea or multiple main ideas of a Grade 5 informational text and analyze the relationship to supporting details.</p> <p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 5 literary text and identify how each is developed and conveyed through particular details.</p>
<p>5.6.H synthesize information to create new understanding; and</p>	<p><b>Integrate information from multiple texts.</b> Integrate information from two or more Grade 5 informational texts on the same topic.</p>
<p>5.7.C use text evidence to support an appropriate response;</p>	<p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 5 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 5 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 5 literary text.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 5 informational text.</p>
<p>5.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 5 literary text.</p> <p><b>Summarize informational text.</b> Summarize main idea and supporting details in Grade 5 informational text.</p>
<p>5.7.F respond using newly acquired vocabulary as appropriate; and</p>	<p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 5 literary text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 5 informational text, including academic and/or domain-specific words.*</p>
<p>5.8.A infer multiple themes within a text using text evidence;</p>	<p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 5 literary text and identify how each is developed and conveyed through particular details.</p>
<p>5.8.B analyze the relationships of and conflicts among the characters;</p>	<p><b>Analyze characters in literary text.</b> Analyze characterization in Grade 5 literary text, including how characters change, respond to challenges, and influence plot development.*</p>
<p>5.8.C analyze plot elements, including rising action, climax, falling action, and resolution; and</p>	<p><b>Analyze plot elements in literary text.</b> Identify structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 5 literary text, and analyze how they contribute to the overall plot.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Analyze characters in literary text.</b> Analyze characterization in Grade 5 literary text, including how characters change, respond to challenges, and influence plot development.*</p>
<p>5.8.D analyze the influence of the setting, including historical and cultural settings, on the plot.</p>	<p><b>Analyze settings in literary text.</b> Identify or describe the setting, including historical and cultural settings, and the influence the setting has on plot development in Grade 5 literary text.</p>
<p>5.9.B explain the use of . . . figurative language . . .</p>	<p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text.</p>
<p>5.9.B explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;</p>	<p><b>Identify narrator's point of view or perspective in literary text.</b> Identify how a narrator's or speaker's point of view or perspective influences how events are described in Grade 5 literary text.*</p>
<p>5.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;</p>	<p><b>Determine main idea and supporting details in informational text.</b> Determine the main idea or multiple main ideas of a Grade 5 informational text and analyze the relationship to supporting details.</p>
<p>5.9.D.iii recognize characteristics and structures of informational text, including:</p>	<p><b>Analyze text structure in informational text.</b> Analyze the overall text structure (e.g., sequence, compare/contrast, cause/</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
organizational patterns such as logical order and order of importance;	effect, problem/solution) that an author uses to organize a Grade 5 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.
5.9.E.i recognize characteristics and structures of argumentative text by: identifying the claim;	<b>Evaluate argument in informational text.</b> Explain how an author uses reasons and evidence to support particular points or claims, and track the development of an argument, in Grade 5 informational text, identifying which reasons and evidence support which point or claim.*
5.9.E.ii recognize characteristics and structures of argumentative text by: explaining how the author has used facts for or against an argument; and	<b>Evaluate argument in informational text.</b> Explain how an author uses reasons and evidence to support particular points or claims, and track the development of an argument, in Grade 5 informational text, identifying which reasons and evidence support which point or claim.
5.9.F recognize characteristics of multimodal and digital texts.	<b>Connect literary text and multimedia elements.</b> Analyze how audio, video, or other artistic elements contribute to the meaning or tone of a Grade 5 literary text.
5.10.A explain the author's purpose and message within a text;	<b>Identify author's purpose or perspective in informational text.</b> Determine an author's purpose or perspective in Grade 5 informational text.
5.10.B analyze how the use of text structure contributes to the author's purpose;	<b>Analyze text structure in informational text.</b> Analyze the overall text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 5 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>structure and contributes to the development of ideas.*</p> <p><b>Analyze plot elements in literary text.</b> Identify structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 5 literary text, and analyze how they contribute to the overall plot.*</p>
<p>5.10.D describe how the author's use of . . . figurative language such as simile and metaphor . . . achieves specific purposes;</p>	<p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text.</p>
<p>5.10.E identify and understand the use of literary devices, including first- or third-person point of view;</p>	<p><b>Identify narrator's point of view or perspective in literary text.</b> Identify how a narrator's or speaker's point of view or perspective influences how events are described in Grade 5 literary text.</p>
<p>5.10.F examine how the author's use of language contributes to voice; and</p>	<p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 5 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 5 literary text. Interpret the impact of</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	an author's specific word choice on mood or tone in literary text.*

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 6**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>6.2.B use context . . . to clarify the meaning of words; and</p>	<p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 6 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 6 informational text, including academic and/or domain-specific words.</p>
<p>6.2.B use context such as definition, analogy, and examples to clarify the meaning of words; and</p>	<p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 6 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p> <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or personification.*</p>
<p>6.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.</p>	<p><b>Use prefixes, suffixes, and word roots.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>sub-</i>, <i>super-</i>, <i>auto-</i>, <i>ad-</i>, <i>co-</i>, <i>com-</i>); suffixes (such as, but not limited to, <i>-ship</i>, <i>-ern</i>, <i>-ary</i>, <i>-ist</i>, <i>-ish</i>); and word roots (such as, but not limited to, <i>min</i>, <i>graph</i>, <i>photo</i>, <i>bene</i>, <i>vac</i>, <i>jur/jus</i>) to determine the meaning of words and phrases.</p>
<p>6.5.E make connections to . . . ideas in other texts . . .</p>	<p><b>Compare topic and theme in two literary texts.</b> Compare the approaches to similar topics and themes in two Grade 6 literary texts of different genres.</p>

\*This skill is related to the aligned standard



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Compare the presentation of information in two informational texts.</b> Compare the presentation of ideas, events, or author's purpose in two Grade 6 informational texts on the same topic.</p>
<p>6.5.F make inferences and use evidence to support understanding;</p>	<p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 6 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 6 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 6 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 6 informational text.</p>
<p>6.5.G evaluate details read to determine key ideas;</p>	<p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea of a Grade 6 informational text and how it is developed and conveyed through particular details.</p> <p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 6 literary text and identify how each is developed and conveyed through particular details.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
6.5.H synthesize information to create new understanding; and	<b>Integrate information from multiple informational sources.</b> Analyze Grade 6 informational text and integrate quantitative or technical data from other media or formats to understand key facts or information about a topic.
6.6.C use text evidence to support an appropriate response;	<p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 6 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 6 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 6 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 6 informational text.</p>
6.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;	<p><b>Summarize informational text.</b> Summarize Grade 6 informational text, identifying the central idea and the supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 6 literary text.</p>
6.6.F respond using newly acquired vocabulary as appropriate;	<b>Determine word meaning in informational text.</b> Understand the

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>meaning of words and phrases in Grade 6 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 6 literary text, including academic and/or domain-specific words.*</p>
<p>6.6.G discuss and write about the explicit or implicit meanings of text;</p>	<p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 6 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 6 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 6 literary text.*</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 6 informational text.*</p>
<p>6.7.A infer multiple themes . . . across texts using text evidence;</p>	<p><b>Compare topic and theme in two literary texts.</b> Compare the approaches to similar topics and themes in two Grade 6 literary texts of different genres.</p>
<p>6.7.A infer multiple themes within . . . texts using text evidence;</p>	<p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 6 literary text and identify how</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	each is developed and conveyed through particular details.
6.7.B analyze how the characters' internal and external responses develop the plot;	<b>Analyze characters in literary text.</b> Analyze characterization in Grade 6 literary text, including how characters respond, interact, or change as the plot moves toward a resolution.
6.7.C analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback; and	<b>Analyze plot elements in literary text.</b> Identify and analyze how a particular plot in Grade 6 literary text unfolds in a series of episodes around a problem, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.
6.7.D analyze how the setting, including historical and cultural settings, influences character and plot development.	<b>Analyze settings in literary text.</b> Analyze how the setting, including historical and cultural settings, influences character and plot development in Grade 6 literary text.
6.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;	<b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea of a Grade 6 informational text and how it is developed and conveyed through particular details.
6.8.D.iii analyze characteristics and structural elements of informational text, including: organizational patterns such as definition, classification, advantage, and disadvantage;	<b>Analyze text structure in informational text.</b> Analyze the overall text structure an author uses to organize a Grade 6 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.
6.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim;	<b>Evaluate argument in informational text.</b> Analyze how an author develops an argument using reasons and evidence to support specific claims in Grade 6 informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.*

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
6.8.E.ii analyze characteristics and structures of argumentative text by: explaining how the author uses various types of evidence to support the argument;	<b>Evaluate argument in informational text.</b> Analyze how an author develops an argument using reasons and evidence to support specific claims in Grade 6 informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.8.F analyze characteristics of multimodal and digital texts.	<b>Compare literary text to multimedia presentations of the text.</b> Compare the experience of reading a Grade 6 literary text to listening to or viewing an audio or video presentation of the text.
6.9.A explain the author's purpose and message within a text;	<b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 6 informational text and explain how it is conveyed in the text.
6.9.B analyze how the use of text structure contributes to the author's purpose;	<b>Analyze text structure in informational text.</b> Analyze the overall text structure an author uses to organize a Grade 6 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*  <b>Analyze plot elements in literary text.</b> Identify and analyze how a particular plot in Grade 6 literary text unfolds in a series of episodes around a problem, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.*
6.9.C analyze the author's use of print and graphic features to achieve specific purposes;	<b>Integrate information from multiple informational sources.</b> Analyze Grade 6 informational text and integrate quantitative or technical data from other media

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	or formats to understand key facts or information about a topic.*
6.9.D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	<p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 6 literary text and how it contributes to the meaning and tone of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 6 informational text and how it contributes to the meaning and tone of the text.</p>
6.9.E identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	<p><b>Identify narrator's point of view in literary text.</b> Identify how an author develops the point of view of a narrator, speaker, or character, including the influence of multiple narrators and shifts in point of view, in Grade 6 literary text.*</p>
6.9.F analyze how the author's use of language contributes to mood and voice; and	<p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 6 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 6 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 7**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
7.2.B use context . . . to clarify the meaning of words; and	<p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 7 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 7 informational text, including academic and/or domain-specific words.</p>
7.2.B use context such as contrast or cause and effect to clarify the meaning of words; and	<p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 7 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p> <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or allusions.*</p>
7.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	<p><b>Use prefixes, suffixes, and word roots.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>circum-</i>, <i>counter-</i>, <i>hemi-</i>, <i>poly-</i>, <i>ultra-</i>); suffixes (such as, but not limited to, <i>-ic</i>, <i>-cracy</i>, <i>-ide</i>, <i>-hood</i>, <i>-ure</i>); and word roots (such as, but not limited to, <i>log/logue</i>, <i>gen</i>, <i>vid/vis</i>, <i>phil</i>, <i>sens/sent</i>) to determine the meaning of words and phrases.</p>
7.5.E make connections to . . . ideas in other texts . . .	<p><b>Compare the presentation of information in two informational texts.</b> Compare how two authors writing about the same topic emphasize different evidence or advance different interpretations of facts to shape</p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 7 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>their presentations in Grade 7 informational text.</p> <p><b>Compare fictional portrayals to historical accounts of the same topic.</b> Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
<p>7.5.F make inferences and use evidence to support understanding;</p>	<p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 7 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 7 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 7 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 7 informational text.</p>
<p>7.5.G evaluate details read to determine key ideas;</p>	<p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea or multiple main ideas of a Grade 7 informational text, including the development and relationship to supporting details.</p>

*\*This skill is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 7 literary text and analyze their development and relationship to the characters, setting, and plot.</p>
<p>7.5.H synthesize information to create new understanding; and</p>	<p><b>Compare fictional portrayals to historical accounts of the same topic.</b> Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
<p>7.6.C use text evidence to support an appropriate response;</p>	<p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 7 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 7 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 7 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 7 informational text.</p>
<p>7.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p><b>Summarize informational text.</b> Summarize Grade 7 informational text,</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>identifying the central idea and the supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 7 literary text.</p>
<p>7.6.F respond using newly acquired vocabulary as appropriate;</p>	<p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 7 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 7 literary text, including academic and/or domain-specific words.*</p>
<p>7.6.G discuss and write about the explicit or implicit meanings of text;</p>	<p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 7 informational text.*</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 7 literary text.*</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 7 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 7 literary text to explain what the text says explicitly or to support inferences made about the text.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
7.7.A infer multiple themes within . . . texts using text evidence;	<b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 7 literary text and analyze their development and relationship to the characters, setting, and plot.
7.7.B analyze how characters' qualities influence events and resolution of the conflict;	<b>Analyze characters in literary text.</b> Analyze characterization and motivation in Grade 7 literary text through the narrator's description and/or the thoughts, words, and actions of the characters.  <b>Interpret relationships among story elements in literary text.</b> Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text.
7.7.C analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and	<b>Interpret relationships among story elements in literary text.</b> Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text.*
7.7.D analyze how the setting influences character and plot development.	<b>Interpret relationships among story elements in literary text.</b> Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text.
7.8.B analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	<b>Analyze structure of drama and poetry.</b> Analyze how the form or structure of a Grade 7 drama or poem contributes to its style or overall meaning.*

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Analyze literary devices in literary text.</b> Analyze how rhymes and other repetitions of sounds, such as alliteration, have an impact on specific verses or stanzas of a Grade 7 poem or on sections of a Grade 7 story or drama.*</p>
<p>7.8.C analyze how playwrights develop characters through dialogue and staging;</p>	<p><b>Analyze structure of drama and poetry.</b> Analyze how the form or structure of a Grade 7 drama or poem contributes to its style or overall meaning.*</p>
<p>7.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;</p>	<p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea or multiple main ideas of a Grade 7 informational text, including the development and relationship to supporting details.</p>
<p>7.8.D.iii analyze characteristics and structural elements of informational text, including: organizational patterns that support multiple topics, categories, and subcategories;</p>	<p><b>Analyze text structure in informational text.</b> Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or text features contribute to the development of ideas or convey the author's purpose.*</p>
<p>7.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim;</p>	<p><b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 7 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims.</p>
<p>7.8.E.ii analyze characteristics and structures of argumentative text by: explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and</p>	<p><b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 7 informational text. Assess whether the reasoning and the evidence are</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	sufficient to support the argument and/or any specific claims.*
7.8.F analyze characteristics of multimodal and digital texts.	<p><b>Compare literary text to multimedia presentations of the text.</b> Compare a Grade 7 literary text to an audio, video, or other artistic presentation of the text, analyzing the effects of techniques that are unique to each medium.</p> <p><b>Compare informational text to multimedia presentations of the text.</b> Compare a Grade 7 informational text to an audio, video, or other artistic presentation of the text, analyzing each medium's portrayal of the subject.</p>
7.9.A explain the author's purpose and message within a text;	<p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 7 informational text. Analyze how the author distinguishes his or her position from that of others.</p>
7.9.B analyze how the use of text structure contributes to the author's purpose;	<p><b>Analyze text structure in informational text.</b> Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or text features contribute to the development of ideas or convey the author's purpose.</p>
7.9.C analyze the author's use of print and graphic features to achieve specific purposes;	<p><b>Analyze text structure in informational text.</b> Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or text features contribute to the development of ideas or convey the author's purpose.*</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>7.9.D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;</p>	<p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 7 literary text and how it contributes to the meaning and tone of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 7 informational text and how it contributes to the meaning and tone of the text.</p>
<p>7.9.E identify the use of literary devices, including subjective and objective point of view;</p>	<p><b>Analyze point of view in literary text.</b> Analyze how an author contrasts different points of view in Grade 7 literary text (such as a narrator and characters or the audience and the reader; unreliable narrators; shifts in point of view; first-person and third-person point of view; limited and omniscient point of view).*</p>
<p>7.9.F analyze how the author's use of language contributes to mood, voice, and tone; and</p>	<p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.*</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 8**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>8.2.B use context . . . to clarify the meaning of unfamiliar . . . words; and</p>	<p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 8 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 8 informational text, including academic and/or domain-specific words.</p>
<p>8.2.B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and</p>	<p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 8 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p> <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, puns, or irony.*</p>
<p>8.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.</p>	<p><b>Use prefixes, suffixes, and word roots.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>a-</i>, <i>ab-</i>, <i>ante-</i>, <i>eu-</i>, <i>hyper-</i>, <i>peri-</i>, <i>sym-</i>); suffixes (such as, but not limited to, <i>-ite</i>, <i>-logy</i>, <i>-ify</i>, <i>-ancy</i>); and word roots (such as, but not limited to, <i>ast</i>, <i>qui</i>, <i>path</i>, <i>mand/mend</i>, <i>duc/duct</i>) to determine the meaning of words and phrases.</p>
<p>8.5.E make connections to . . . ideas in other texts . . .</p>	<p><b>Compare structure of two literary texts.</b> Compare the structure of two Grade 8 literary texts and analyze how the differing structure of each text contributes to its overall meaning or style.</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 8 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>8.5.F make inferences and use evidence to support understanding;</p>	<p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence that strongly support analysis of Grade 8 literary text.</p> <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence that strongly support analysis of Grade 8 informational text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 8 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 8 informational text.</p>
<p>8.5.G evaluate details read to determine key ideas;</p>	<p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea of a Grade 8 informational text, including its development and relationship to supporting details.</p> <p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 8 literary text and analyze their development and relationship to the characters, setting, and plot.</p>
<p>8.5.H synthesize information to create new understanding; and</p>	<p><b>Analyze literary allusions.</b> Analyze how a modern author draws on character types, patterns of events, or themes from myths, traditional stories, or religious works in one or more Grade 8 literary texts.</p>
<p>8.6.C use text evidence to support an appropriate response;</p>	<p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence that</p>

*\*This skill is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>strongly support analysis of Grade 8 literary text.</p> <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence that strongly support analysis of Grade 8 informational text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 8 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 8 informational text.</p>
<p>8.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p><b>Summarize informational text.</b> Summarize Grade 8 informational text, identifying the central idea and the supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 8 literary text.</p>
<p>8.6.F respond using newly acquired vocabulary as appropriate;</p>	<p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 8 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 8 literary text, including academic and/or domain-specific words.*</p>
<p>8.6.G discuss and write about the explicit or implicit meanings of text;</p>	<p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence that</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>strongly support analysis of Grade 8 literary text.*</p> <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence that strongly support analysis of Grade 8 informational text.*</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 8 literary text.*</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 8 informational text.*</p>
<p>8.6.J defend or challenge the authors' claims using relevant text evidence.</p>	<p><b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 8 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims. Identify irrelevant evidence.*</p>
<p>8.7.A analyze how themes are developed through the interaction of characters and events;</p>	<p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 8 literary text and analyze their development and relationship to the characters, setting, and plot.</p>
<p>8.7.B analyze how characters' motivations and behaviors influence events and resolution of the conflict;</p>	<p><b>Analyze characters in literary text.</b> Analyze characterization and motivation in Grade 8 literary text. Evaluate how particular lines of dialogue or incidents in the plot propel the action, reveal aspects of a character, or provoke a decision.</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
8.7.C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	<b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, or climax, in Grade 8 literary text.
8.7.D explain how the setting influences the values and beliefs of characters.	<b>Analyze settings in literary text.</b> Analyze the setting, including historical and cultural settings, and how the setting influences the plot and the values or beliefs of characters in Grade 8 literary text.
8.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;	<b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea of a Grade 8 informational text, including its development and relationship to supporting details.
8.8.D.iii analyze characteristics and structural elements of informational text, including: multiple organizational patterns within a text to develop the thesis;	<b>Analyze text structure in informational text.</b> Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.*
8.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim and analyzing the argument;	<b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 8 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims. Identify irrelevant evidence.
8.8.F analyze characteristics of multimodal and digital texts.	<b>Compare literary text to multimedia presentations of the text.</b> Compare a Grade 8 literary text to an audio or video presentation of the text, analyzing the extent to which the multimedia version follows or departs from the text.

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Compare informational text to multimedia presentations that present the same topic.</b> Evaluate the advantages and disadvantages of using different mediums, such as text, audio, video, and/or other artistic works, to present information about a particular Grade 8 topic or idea.</p>
<p>8.9.A explain the author's purpose and message within a text;</p>	<p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 8 informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
<p>8.9.B analyze how the use of text structure contributes to the author's purpose;</p>	<p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.</p> <p><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, or climax, in Grade 8 literary text.*</p>
<p>8.9.C analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.*</p>
<p>8.9.D describe how the author's use of figurative language . . . achieves specific purposes;</p>	<p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>8 literary text and how it contributes to the meaning of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 8 informational text and how it contributes to the meaning of the text.</p>
<p>8.9.E identify and analyze the use of literary devices, including multiple points of view and irony;</p>	<p><b>Analyze point of view or perspective in literary text.</b> Analyze how an author contrasts points of view (such as narrator and characters or audience and reader; first-person and third-person; limited and omniscient point of view) in Grade 8 literary text and how different points of view or perspectives are developed or create such effects as suspense, irony, or humor.</p>
<p>8.9.F analyze how the author's use of language contributes to the mood, voice, and tone; and</p>	<p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 8 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 8 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>E1.2.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;</p>	<p><b>Consult reference materials.</b> Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 9)</p> <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. *</p>
<p>E1.2.B analyze context to distinguish between the denotative and connotative meanings of words; and</p>	<p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)*</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 9 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 9 literary text, including academic and/or domain-specific words.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p>
<p>E1.4.E make connections to . . . ideas in other texts . . .</p>	<p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 9 informational text.</p>
<p>E1.4.F make inferences and use evidence to support understanding;</p>	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 9 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 9 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 9 informational text, based on textual evidence.</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 9 literary text, based on textual evidence.</p>
<p>E1.4.G evaluate details read to determine key ideas;</p>	<p><b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 9 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 9 informational text and how specific details contribute to the development of the central idea.*</p> <p><b>Summarize informational text.</b> Summarize Grade 9 informational text, identifying the central idea and supporting ideas.*</p>
<p>E1.4.H synthesize information from two texts to create new understanding; and</p>	<p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 9 informational text.</p> <p><b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade 9 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.*</p>
<p>E1.5.C use text evidence . . . to support a comprehensive response;</p>	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 9 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 9 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in</p>

\*This skill is related to the aligned standard



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>Grade 9 informational text, based on textual evidence.</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 9 literary text, based on textual evidence.</p> <p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 9 informational text and how specific details contribute to the development of the central idea.</p> <p><b>Analyze characters in literary text.</b> Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 9 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.</p> <p><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text.</p> <p><b>Analyze text structure in informational text.</b> Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 9 informational text and analyze</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>the rhetorical techniques an author uses to support that point of view or purpose.</p> <p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 9 informational text.</p> <p><b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade 9 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.</p> <p><b>Analyze literary allusions.</b> Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 9 literary texts and/or artistic mediums.</p>
E1.5.D . . . summarize texts in ways that maintain meaning and logical order;	<p><b>Summarize informational text.</b> Summarize Grade 9 informational text, identifying the central idea and supporting ideas.</p>
E1.5.D paraphrase and summarize texts in ways that maintain meaning and logical order;	<p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 9 literary text.</p>
E1.5.F respond using acquired content and academic vocabulary as appropriate;	<p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 9 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 9 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	phrases in Grade 9 literary text, including academic and/or domain-specific words.*
E1.5.G discuss and write about the explicit or implicit meanings of text;	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 9 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 9 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 9 informational text, based on textual evidence.*</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 9 literary text, based on textual evidence.*</p>
E1.5.J defend or challenge the authors' claims using relevant text evidence.	<p><b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.*</p>
E1.6.A analyze how themes are developed . . . in . . . literary texts;	<p><b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea.</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
E1.6.A analyze how themes are developed through characterization and plot in a variety of literary texts;	<b>Analyze literary allusions.</b> Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 9 literary texts and/or artistic mediums.*
E1.6.B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	<b>Analyze characters in literary text.</b> Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 9 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.*
E1.6.C analyze . . . plot development such as . . . subplots, and parallel plot structures . . .	<b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text.
E1.6.C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	<b>Analyze structural elements in literary text.</b> Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 9 literary texts. *
E1.6.D analyze how the setting influences the theme.	<b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *
E1.7.A read and respond to American, British, and world literature;	<b>Analyze point of view in literary text.</b> Analyze a particular point of view or cultural experience reflected in a Grade 9 literary text drawn from a range of world literature. *
E1.7.D.i analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	<b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 9 informational text and how specific details contribute to the development of the central idea.*

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Summarize informational text.</b> Summarize Grade 9 informational text, identifying the central idea and supporting ideas.*</p>
<p>E1.7.D.ii analyze characteristics and structural elements of informational texts such as: . . . organizational patterns within a text to develop the thesis;</p>	<p><b>Analyze connections in informational text.</b> Analyze how an author develops an analysis or series of ideas or events in Grade 9 informational text, including how the author introduces, orders, and draws connections between each point.</p>
<p>E1.7.E.i analyze characteristics and structural elements of argumentative texts such as: clear arguable claim [and] appeals . . .</p>	<p><b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.</p>
<p>E1.7.F analyze characteristics of multimodal and digital texts.</p>	<p><b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade 9 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.</p>
<p>E1.8.A analyze the author's purpose, audience, and message within a text;</p>	<p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p> <p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	treats the same or similar topics in Grade 9 informational text.*
E1.8.B analyze use of text structure to achieve the author's purpose;	<p><b>Analyze structural elements in literary text.</b> Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 9 literary texts.</p> <p><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text. *</p> <p><b>Analyze text structure in informational text.</b> Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.*</p>
E1.8.C evaluate the author's use of print and graphic features to achieve specific purposes;	<p><b>Analyze data in quantitative and text formats in informational text.</b> Analyze Grade 9 informational text and integrate or translate quantitative or technical data into words or text as well as the reverse.</p>
E1.8.D analyze how the author's use of language achieves specific purposes;	<p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 9 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 9 literary text and how it contributes to the meaning of the text.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p>
<p>E1.8.E analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;</p>	<p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 9 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 9 literary text and how it contributes to the meaning of the text.*</p>
<p>E1.8.F analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and</p>	<p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 informational text. Interpret the</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 9 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p>
<p>E1.8.G explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.</p>	<p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p>

*\*This skill is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>E2.2.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;</p>	<p><b>Consult reference materials.</b> Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 10)</p> <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p>
<p>E2.2.B analyze context to distinguish among denotative, connotative, and figurative meanings of words; and</p>	<p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)*</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 10 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 10 literary text, including academic and/or domain-specific words.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text.*</p>
E2.4.E make connections to . . . ideas in other texts . . .	<p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.</p>
E2.4.F make inferences and use evidence to support understanding;	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 10 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 10 literary text to explain what the text says explicitly or to support inferences made about the text.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 10 informational text, based on textual evidence.</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 10 literary text, based on textual evidence.</p>
<p>E2.4.G evaluate details read to determine key ideas;</p>	<p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 10 informational text and how specific details contribute to the development of the central idea.*</p> <p><b>Summarize informational text.</b> Summarize Grade 10 informational text, identifying the central idea and supporting ideas.*</p> <p><b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 10 literary text.*</p>
<p>E2.4.H synthesize information from multiple texts to create new understanding; and</p>	<p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.</p> <p><b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	10 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.*
E2.5.C use text evidence . . . to support an interpretive response;	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 10 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 10 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 10 informational text, based on textual evidence.</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 10 literary text, based on textual evidence.</p> <p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 10 informational text and how specific details contribute to the development of the central idea.</p> <p><b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text.</p>
<p>E2.5.C use text evidence . . . to support [a] . . . response;</p>	<p><b>Analyze text structure in informational text.</b> Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 10 informational text and analyze</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>the rhetorical techniques an author uses to support that point of view or purpose.</p> <p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.</p> <p><b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade 10 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.</p> <p><b>Analyze literary allusions.</b> Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 10 literary texts and/or artistic mediums.</p>
<p>E2.5.D . . . summarize texts in ways that maintain meaning and logical order;</p>	<p><b>Summarize informational text.</b> Summarize Grade 10 informational text, identifying the central idea and supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 10 literary text.</p>
<p>E2.5.F respond using acquired content and academic vocabulary as appropriate;</p>	<p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 10 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	phrases in Grade 10 literary text, including academic and/or domain-specific words.*
E2.5.G discuss and write about the explicit or implicit meanings of text;	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 10 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 10 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 10 informational text, based on textual evidence.*</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 10 literary text, based on textual evidence.*</p>
E2.5.J defend or challenge the authors' claims using relevant text evidence.	<p><b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.*</p>
E2.6.A analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;	<p><b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 10 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Analyze literary allusions.</b> Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 10 literary texts and/or artistic mediums.*</p>
<p>E2.6.B analyze how authors develop complex yet believable characters . . .</p>	<p><b>Analyze characters in literary text.</b> Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 10 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.</p>
<p>E2.6.B analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;</p>	<p><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. *</p> <p><b>Analyze point of view in literary text.</b> Analyze a particular point of view or cultural experience reflected in a Grade 10 literary text drawn from a range of world literature. *</p>
<p>E2.6.C analyze isolated scenes and their contribution to the success of the plot as a whole; and</p>	<p><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. *</p> <p><b>Analyze structural elements in literary text.</b> Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 10 literary texts.*</p>
<p>E2.6.D analyze how historical and cultural settings influence characterization, plot, and theme across texts.</p>	<p><b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 10 literary texts, including</p>

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*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	how specific details help develop the theme or central idea. *
E2.7.A read and analyze world literature across literary periods;	<b>Analyze point of view in literary text.</b> Analyze a particular point of view or cultural experience reflected in a Grade 10 literary text drawn from a range of world literature. *
E2.7.D.i analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	<b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 10 informational text and how specific details contribute to the development of the central idea.*  <b>Summarize informational text.</b> Summarize Grade 10 informational text, identifying the central idea and supporting ideas.*
E2.7.D.ii analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and thesis;	<b>Analyze connections in informational text.</b> Analyze how an author develops an analysis or series of ideas or events in Grade 10 informational text, including how the author introduces, orders, and draws connections between each point.  <b>Analyze text structure in informational text.</b> Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.
E2.7.E.i analyze characteristics and structural elements of argumentative texts such as: clear arguable claim [and] appeals . . .	<b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	makes. Identify false statements and flawed reasoning.
E2.7.F analyze characteristics of multimodal and digital texts.	<b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade 10 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.
E2.8.A analyze the author's purpose, audience, and message within a text;	<b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*  <b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.*
E2.8.B analyze use of text structure to achieve the author's purpose;	<b>Analyze structural elements in literary text.</b> Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 10 literary texts.  <b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. *  <b>Analyze text structure in informational text.</b> Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.*

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
E2.8.C evaluate the author's use of print and graphic features to achieve specific purposes;	<p><b>Analyze data in quantitative and text formats in informational text.</b> Analyze Grade 10 informational text and integrate or translate quantitative or technical data into words or text as well as the reverse.</p>
E2.8.D analyze how the author's use of language informs and shapes the perception of readers;	<p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text.*</p>
E2.8.E analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;	<p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text.*</p>
<p>E2.8.F analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and</p>	<p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p>
<p>E2.8.G analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.</p>	<p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>E3.2.A use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;</p>	<p><b>Consult reference materials.</b> Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 11)</p> <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p>
<p>E3.2.B analyze context to draw conclusions about . . . meanings . . .</p>	<p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 11 informational text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 11 literary text, including academic and/or domain-specific words.</p>
<p>E3.2.B analyze context to draw conclusions about nuanced meanings . . .</p>	<p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
E3.2.B analyze context to draw conclusions about nuanced meanings such as in imagery; and	<b>Understand word relationships</b> Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)*
E3.4.E make connections to . . . ideas in other texts . . .	<p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.</p>
E3.4.F make inferences and use evidence to support understanding;	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 11 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 11 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 11 informational text, based on textual evidence.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 11 literary text, based on textual evidence.</p>
<p>E3.4.G evaluate details read to understand key ideas;</p>	<p><b>Determine multiple central ideas in informational text.</b> Determine two or more central ideas of a Grade 11 informational text and analyze the development and interaction of those ideas in the text.*</p> <p><b>Summarize informational text.</b> Summarize Grade 11 informational text, identifying the central idea and the supporting ideas.*</p> <p><b>Determine multiple themes in literary text.</b> Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 11 literary text.*</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.*</p>
<p>E3.4.H synthesize information from a variety of text types to create new understanding; and</p>	<p><b>Analyze multiple sources of information presented in varied formats.</b> Analyze Grade 11 informational text and translate, integrate, and evaluate multiple sources of</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 11 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>information presented in varied formats and media.</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.*</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>
<p>E3.5.C use text evidence . . . to support an analytic response;</p>	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 11 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 11 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Determine multiple central ideas in informational text.</b> Determine two or more central ideas of a Grade 11 informational text and analyze the development and interaction of those ideas in the text.</p>

*\*This skill is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.</p> <p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p> <p><b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.</p> <p><b>Determine multiple themes in literary text.</b> Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.</p>
<p>E3.5.C use text evidence . . . to support [a] . . . response;</p>	<p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 11 informational text, based on textual evidence.</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 11 literary text, based on textual evidence.</p>
<p>E3.5.D . . . summarize texts in ways that maintain meaning and logical order;</p>	<p><b>Summarize informational text.</b> Summarize Grade 11 informational text, identifying the central idea and the supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 11 literary text.</p>
<p>E3.5.F respond using acquired content and academic vocabulary as appropriate;</p>	<p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 11 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 11 literary text, including academic and/or domain-specific words.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>E3.5.G discuss and write about the explicit and implicit meanings of text;</p>	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 11 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 11 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 11 informational text, based on textual evidence.*</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 11 literary text, based on textual evidence.*</p>
<p>E3.6.A analyze relationships among . . . characterization, . . . significance of setting, and plot in . . . literary texts;</p>	<p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.</p>
<p>E3.6.B analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</p>	<p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.*</p>
<p>E3.6.C evaluate how different literary elements shape the author's portrayal of the plot; and</p>	<p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	text, such as setting, plot, and character development.*
E3.6.D analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	<p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.*</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.*</p>
E3.7.B analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;	<p><b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.*</p>
E3.7.C analyze how the relationships among dramatic elements advance the plot;	<p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.*</p>
E3.7.D.i analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and	<p><b>Determine multiple central ideas in informational text.</b> Determine two or more central ideas of a Grade 11 informational text and analyze the development and interaction of those ideas in the text.*</p> <p><b>Summarize informational text.</b> Summarize Grade 11 informational</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	text, identifying the central idea and the supporting ideas.*
E3.7.D.ii analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and author's purpose;	<b>Analyze text structure in informational text.</b> Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.
E3.7.E.i analyze characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;	<b>Analyze text structure in informational text.</b> Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.*
E3.7.F analyze the effectiveness of characteristics of multimodal and digital texts.	<b>Analyze multiple interpretations of a story, drama, or poem.</b> Analyze multiple interpretations of Grade 11 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text.  <b>Analyze multiple sources of information presented in varied formats.</b> Analyze Grade 11 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media.
E3.8.A analyze the author's purpose, audience, and message within a text;	<b>Analyze point of view in literary text.</b> Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*  <b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.*</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>
<p>E3.8.B evaluate use of text structure to achieve the author's purpose;</p>	<p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p> <p><b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.</p>
<p>E3.8.C evaluate the author's use of print and graphic features to achieve specific purposes;</p>	<p><b>Analyze multiple sources of information presented in varied formats.</b> Analyze Grade 11 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media.</p>
<p>E3.8.D evaluate how the author's use of language informs and shapes the perception of readers;</p>	<p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 informational text and how it contributes to the meaning of the text.*</p>

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 literary text and how it contributes to the meaning of the text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p>
<p>E3.8.E evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;</p>	<p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 literary text and how it contributes to the meaning of the text.*</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 11 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	meaning, such as satire, sarcasm, irony, or understatement.*
E3.8.F evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	<p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.*</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>

*\*This skill is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>E3.8.G analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</p>	<p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 literary text and how it contributes to the meaning of the text.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>E4.2.A use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;</p>	<p><b>Consult reference materials.</b> Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 12)</p> <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p>
<p>E4.2.B analyze context to draw conclusions about . . . meanings . . .</p>	<p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 12 informational text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 12 literary text, including academic and/or domain-specific words.</p>
<p>E4.2.B analyze context to draw conclusions about nuanced meanings . . .</p>	<p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
E4.2.B analyze context to draw conclusions about nuanced meanings such as in imagery; and	<p><b>Understand word relationships.</b>            Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)*</p>
E4.4.E make connections to . . . ideas in other texts . . .	<p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.</p>
E4.4.F make inferences and use evidence to support understanding;	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 12 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 12 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 12 informational text, based on textual evidence.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 12 literary text, based on textual evidence.</p>
<p>E4.4.G evaluate details read to analyze key ideas;</p>	<p><b>Analyze complex ideas in informational text.</b> Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 12 informational text, with particular attention to how specific individuals, ideas, or events interact.</p> <p><b>Summarize informational text.</b> Summarize Grade 12 informational text, identifying the central idea and the supporting ideas.*</p> <p><b>Determine multiple themes in literary text.</b> Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 12 literary text.*</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.*</p>
<p>E4.4.H synthesize information from a variety of text types to create new understanding; and</p>	<p><b>Analyze multiple sources of information presented in varied formats.</b> Analyze Grade 12 informational text and translate,</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>integrate, and evaluate multiple sources of information presented in varied formats and media.</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.*</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>
<p>E4.5.C use text evidence . . . to support an evaluative response;</p>	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 12 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 12 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 12 informational text, based on textual evidence.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 12 literary text, based on textual evidence.</p> <p><b>Analyze complex ideas in informational text.</b> Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 12 informational text, with particular attention to how specific individuals, ideas, or events interact.</p> <p><b>Determine multiple central ideas in informational text.</b> Determine two or more central ideas of a Grade 12 informational text and analyze the development and interaction of those ideas in the text.</p> <p><b>Determine multiple themes in literary text.</b> Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.</p> <p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.</p>
<p>E4.5.D . . . summarize texts in ways that maintain meaning and logical order;</p>	<p><b>Summarize informational text.</b> Summarize Grade 12 informational text, identifying the central idea and the supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 12 literary text.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 12 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>E4.5.F respond using acquired content and academic vocabulary as appropriate;</p>	<p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 12 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 12 literary text, including academic and/or domain-specific words.*</p>
<p>E4.5.G discuss and write about the explicit and implicit meanings of text;</p>	<p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 12 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 12 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 12 informational text, based on textual evidence.*</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 12 literary text, based on textual evidence.*</p>
<p>E4.6.A analyze relationships among . . . characterization, . . . significance of setting, and plot in . . . literary texts;</p>	<p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.</p>

\*This skill is related to the aligned standard



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
E4.6.A analyze relationships among thematic development . . . in . . . literary texts;	<b>Determine multiple themes in literary text.</b> Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.
E4.6.A analyze relationships among thematic development . . . in a variety of literary texts;	<b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.
E4.6.B analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	<b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.*
E4.6.C critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and	<b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.*
E4.6.D evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	<b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.*
E4.7.C analyze and evaluate how the relationships among the dramatic elements advance the plot;	<b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.*

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>E4.7.D.i critique and evaluate characteristics and structural elements of informational texts such as: clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and</p>	<p><b>Analyze complex ideas in informational text.</b> Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 12 informational text, with particular attention to how specific individuals, ideas, or events interact.*</p> <p><b>Determine multiple central ideas in informational text.</b> Determine two or more central ideas of a Grade 12 informational text and analyze the development and interaction of those ideas in the text.*</p> <p><b>Summarize informational text.</b> Summarize Grade 12 informational text, identifying the central idea and the supporting ideas.*</p>
<p>E4.7.D.ii critique and evaluate characteristics and structural elements of informational texts such as: the relationship between organizational design and author's purpose;</p>	<p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p>
<p>E4.7.E.i critique and evaluate characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;</p>	<p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.*</p>
<p>E4.7.F critique and evaluate the effectiveness of characteristics of multimodal and digital texts.</p>	<p><b>Analyze multiple interpretations of a story, drama, or poem.</b> Analyze multiple interpretations of Grade 12 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text.</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Analyze multiple sources of information presented in varied formats.</b> Analyze Grade 12 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media.</p>
<p>E4.8.A evaluate the author's purpose, audience, and message within a text;</p>	<p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.*</p>
<p>E4.8.B evaluate use of text structure to achieve the author's purpose;</p>	<p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p> <p><b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	to the whole structure, meaning, and aesthetic value of the text.
E4.8.C evaluate the author's use of print and graphic features to achieve specific purposes;	<b>Analyze multiple interpretations of a story, drama, or poem.</b> Analyze multiple interpretations of Grade 12 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text.
E4.8.D critique and evaluate how the author's use of language informs and shapes the perception of readers;	<p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
<p>E4.8.E evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;</p>	<p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text.*</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p>
<p>E4.8.F evaluate how the author's diction and syntax contribute to the effectiveness of a text; and</p>	<p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 informational text. Interpret the</p>

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p>impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.*</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>
<p>E4.8.G analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</p>	<p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.*</p>

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 12 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Diagnostic Skills</b>
	<p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.*</p>

*\*This skill is related to the aligned standard*

**Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction**  
**Grade K**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
K.2.A.i demonstrate phonological awareness by: identifying . . . rhyming words;	Recognize Rhyme Part 1  Recognize Rhyme Part 2  Recognize Rhyme
K.2.A.ii demonstrate phonological awareness by: recognizing . . . alliteration or groups of words that begin with the same spoken onset or initial sound;	Close Reading: Describe Sound and Meaning in Stories  Describe Sound and Meaning in Stories
K.2.A.ii demonstrate phonological awareness by: recognizing spoken . . . groups of words that begin with the same spoken . . . initial sound;	Find and Say Beginning Vowel Sounds
K.2.A.ii demonstrate phonological awareness by: recognizing spoken . . . groups of words that begin with the same spoken onset or initial sound;	Find and Say Beginning Sounds
K.2.A.iv demonstrate phonological awareness by: identifying syllables in spoken words;	Blend Words with Two or More Syllables*  Break Up Words with Two or More Syllables*
K.2.A.v demonstrate phonological awareness by: blending syllables to form multisyllabic words;	Blend Syllables in Compound Words  Blend Syllables in Two-Syllable Words  Blend Words with Two or More Syllables  Blend Words with Continuous Sounds*  Blend Words with Stop Sounds*  Blend Words with Long Vowels*

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Blend Words with Beginning Consonant Blends*
K.2.A.vi demonstrate phonological awareness by: segmenting multisyllabic words into syllables;	Break Up Words with Two or More Syllables  Break Up Words with Continuous Sounds*  Break Up Words with Stop Sounds*  Break Up Words with Beginning Consonant Blends*
K.2.A.vii demonstrate phonological awareness by: blending spoken onsets and rimes to form simple words;	Blend Onset and Rime in Single-Syllable Words  Blend Sound Parts in Words  Blend Words with Continuous Sounds*  Blend Words with Stop Sounds*  Blend Words with Long Vowels*  Blend Words with Beginning Consonant Blends*
K.2.A.viii demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words;	Blend Words with Continuous Sounds  Blend Words with Stop Sounds  Add Beginning Sounds to Make Words  Add Final Sounds to Make Words  Substitute Beginning Sounds to Make Words

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Substitute Final Sounds to Make Words  Blend Words with Long Vowels  Blend Words with Beginning Consonant Blends  Substitute Middle Vowel Sounds to Make Words
K.2.A.ix demonstrate phonological awareness by: manipulating syllables within a multisyllabic word; and	Blend Words with Two or More Syllables*  Break Up Words with Two or More Syllables*
K.2.A.x demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes;	Find and Say Beginning Sounds*  Find and Say Ending Sounds*  Find and Say Beginning Vowel Sounds*  Find and Say Middle Short Vowel Sounds*  Break Up Words with Continuous Sounds  Break Up Words with Stop Sounds  Find and Say Long Vowel Sounds*  Break Up Words with Beginning Consonant Blends
K.2.B.i demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent;	Letter Learning: Mm, Tt  Letter Learning: Ss, Bb  Letter Learning: Rr, Dd

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Letter Learning: Pp, Cc</p> <p>Letter Learning: Aa, Nn</p> <p>Read Words with Short a</p> <p>Letter Learning: Ff, Hh</p> <p>Letter Learning: Gg, Ii</p> <p>Read Words with Short i</p> <p>Letter Learning: Ll, Oo</p> <p>Read Words with Short o</p> <p>Letter Learning: Kk, Vv</p> <p>Letter Learning: Jj, Ww</p> <p>Letter Learning: Uu, Yy</p> <p>Read Words with Short u</p> <p>Letter Learning: Xx, Zz</p> <p>Letter Learning: Ee, Qq</p> <p>Read Words with Short e</p> <p>Read Words with Short Vowels</p> <p>Beginning Blends with r, l</p> <p>Long Vowel a</p>

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Long Vowels i, o</p> <p>Long Vowels u, e</p> <p>Letter Learning: Mm and Tt</p> <p>Letter Learning: Ss, Rr, and Dd</p> <p>Letter Learning: Ff, Nn, and Pp</p> <p>Letter Learning: Gg and Hh</p> <p>Letter Learning: Ll, Cc, Bb</p> <p>Ending -s</p> <p>Letter Learning: Kk and Vv</p> <p>Letter Learning: Jj and Ww</p> <p>Ending Consonants ck</p> <p>Letter Learning: Yy and Xx</p> <p>Letter Learning: Qq and Zz</p> <p>Doublets</p> <p>Beginning Blends with l</p> <p>Beginning Blends with r</p> <p>Beginning Blends with s, w</p>

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including . . . CCVC . . . words;	Beginning Blends with r, l
K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including . . . CVC . . . words;	Read Words with Short e  Short e Words
K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including . . . CVCC words;	Doublets
K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including VC [and] CVC . . . words;	Read Words with Short a  Read Words with Short i  Read Words with Short o  Read Words with Short u  Read Words with Short Vowels  Short a Words  Short i Words  Short o Words  Short u Words
K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	Blend Sound Parts in Words*  Break Up Sound Parts in Words*  Break Up Words with Long Vowels*

*\*This lesson is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***

**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are . . . added . . .	Add Final Sounds to Make Words
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are . . . added . . . such as it - pit . . .	Add Beginning Sounds to Make Words
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed . . .	Word Patterns _an, _ap, _at  Word Patterns _im, _ip, _it  Word Patterns _og, _op, _ot  Word Patterns _en, _et, _ug
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed . . . such as . . . pit - tip - tap; and	Substitute Beginning Sounds to Make Words  Substitute Final Sounds to Make Words
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed . . . such as . . . tip - tap; and	Substitute Middle Vowel Sounds to Make Words
K.2.B.iv demonstrate and apply phonetic knowledge by: identifying and reading . . . high-frequency words from a research-based list;	High-Frequency Words: Lesson 0  High-Frequency Words: Lesson 1  High-Frequency Words: Lesson 2  High-Frequency Words: Lesson 3  High-Frequency Words: Lesson 4  High-Frequency Words: Lesson 5

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	High-Frequency Words: Lesson 6 High-Frequency Words: Lesson 7 High-Frequency Words: Lesson 8 High-Frequency Words: Lesson 9 High-Frequency Words: Lesson 10 High-Frequency Words: Lesson 11 High-Frequency Words: Lesson 12 High-Frequency Words: Lesson 13
K.2.C.i demonstrate and apply spelling knowledge by: spelling words with . . . CVC . . .	Short e Words
K.2.C.i demonstrate and apply spelling knowledge by: spelling words with VC, CVC, and CCVC;	Letter Learning: Aa* Short a Words* Letter Learning: Ii* Short i Words* Letter Learning: Oo* Letter Learning: Uu* Short u Words* Letter Learning: Ee* Long Vowel Sounds*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade K (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Long a with Sneaky e*</p> <p>Long i with Sneaky e*</p> <p>Long o with Sneaky e*</p> <p>Sounds for u with Sneaky e*</p> <p>Long e with ee or Sneaky e*</p>
<p>K.2.C.i demonstrate and apply spelling knowledge by: spelling words with VC, [and] CVC . . .</p>	<p>Short o Words</p>
<p>K.2.C.ii demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns; and</p>	<p>Letter Learning: Aa*</p> <p>Short a Words*</p> <p>Word Patterns _an, _ap, _at</p> <p>Letter Learning: Ii*</p> <p>Short i Words*</p> <p>Word Patterns _im, _ip, _it</p> <p>Letter Learning: Oo*</p> <p>Short o Words</p> <p>Ending -s</p> <p>Word Patterns _og, _op, _ot</p> <p>Letter Learning: Uu*</p>

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Short u Words*</p> <p>Letter Learning: Ee*</p> <p>Short e Words</p> <p>Word Patterns _en, _et, _ug</p> <p>Doublets</p> <p>Beginning Blends with l</p> <p>Beginning Blends with r</p> <p>Beginning Blends with s, w</p> <p>Long Vowel Sounds</p> <p>Long a with Sneaky e*</p> <p>Long i with Sneaky e</p> <p>Long o with Sneaky e*</p> <p>Sounds for u with Sneaky e*</p> <p>Long e with ee or Sneaky e</p>
<p>K.2.D.v demonstrate print awareness by: identifying . . . uppercase and lowercase letters; and</p>	<p>Recognize Letters Mm, Tt</p> <p>Recognize Letters Ss, Bb</p> <p>Recognize Letters Rr, Dd</p> <p>Recognize Letters Oo, Ff</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Recognize Letters Nn, Aa</p> <p>Recognize Letters Pp, Ii</p> <p>Recognize Letters Hh, Cc</p> <p>Recognize Letters Ll, Gg</p>
<p>K.2.D.v demonstrate print awareness by: identifying all uppercase and lowercase letters; and</p>	<p>Letter Learning: Mm, Tt</p> <p>Letter Learning: Ss, Bb</p> <p>Letter Learning: Rr, Dd</p> <p>Letter Learning: Pp, Cc</p> <p>Letter Learning: Aa, Nn</p> <p>Letter Learning: Ff, Hh</p> <p>Letter Learning: Gg, Ii</p> <p>Letter Learning: Ll, Oo</p> <p>Letter Learning: Kk, Vv</p> <p>Letter Learning: Jj, Ww</p> <p>Letter Learning: Uu, Yy</p> <p>Letter Learning: Xx, Zz</p> <p>Letter Learning: Ee, Qq</p> <p>Letter Learning: Mm and Tt</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Letter Learning: Ss, Rr, and Dd</p> <p>Letter Learning: Aa</p> <p>Letter Learning: Ff, Nn, and Pp</p> <p>Letter Learning: Ii</p> <p>Letter Learning: Gg and Hh</p> <p>Letter Learning: Ll, Cc, Bb</p> <p>Letter Learning: Oo</p> <p>Letter Learning: Kk and Vv</p> <p>Letter Learning: Jj and Ww</p> <p>Letter Learning: Uu</p> <p>Letter Learning: Yy and Xx</p> <p>Letter Learning: Qq and Zz</p> <p>Letter Learning: Ee</p>
<p>K.3.A use a resource . . . to find words;</p>	<p>Use Text Features, Part 1</p>
<p>K.3.B use . . . texts the student is able to read . . . to learn . . . word meanings; and</p>	<p>Working with Words: 5</p> <p>Working with Words: 9</p> <p>Working with Words: 17</p> <p>Working with Words: 20</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
<p>K.3.B use illustrations and texts the student is able to read . . . to learn . . . word meanings; and</p>	<p>Working with Words: 1</p> <p>Working with Words: 2</p> <p>Working with Words: 3</p> <p>Working with Words: 4</p> <p>Working with Words: 6</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 10</p> <p>Working with Words: 11</p> <p>Working with Words: 12</p> <p>Working with Words: 13</p> <p>Working with Words: 14</p> <p>Working with Words: 15</p> <p>Working with Words: 16</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Working with Words: 23  Working with Words: 24
K.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	Answer Questions About Unknown Words in a Text*  Answer Questions About Unknown Words in a Story*  Connect Words and Pictures in a Text*  Connect Words and Pictures in a Story*
K.5.B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	Close Reading: Ask and Answer Questions About Stories*  Close Reading: Ask and Answer Questions About Key Details*  Identify Relevant Details*  Describe Stories*
K.5.C make and confirm predictions using text features and structures with adult assistance;	Use Text Features, Part 1*
K.5.G evaluate details to determine what is most important with adult assistance;	Answer Questions About Relevant Details*  Answer Questions About Stories*  Retell Stories*  Find the Main Topic*
K.5.H synthesize information to create new understanding with adult assistance; and	Connect Words and Pictures in a Text

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Connect Words and Pictures in a Story
K.6.B provide . . . [a] response to a text;	Answer Questions About Relevant Details  Answer Questions About Stories
K.6.C use text evidence to support an appropriate response;	Answer Questions About Relevant Details*  Answer Questions About Stories*
K.6.D retell texts in ways that maintain meaning;	Retell Stories  Find the Main Topic
K.7.A discuss topics and determine the basic theme using text evidence with adult assistance;	Understand the Central Message
K.7.B . . . describe . . . character(s);	Describe Characters
K.7.B identify . . . character(s);	Identify Characters
K.7.C describe the elements of plot development, including the main events . . . for texts read aloud with adult assistance; and	Identify Events
K.7.D describe the setting.	Identify Settings
K.8.C discuss main characters in drama;	Identify Characters*  Describe Characters*
K.8.D.i recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance;	Find the Main Topic
K.8.D.ii recognize characteristics and structures of informational text, including: . . . simple graphics to gain information; and	Connect Words and Pictures in a Text
K.8.D.ii recognize characteristics and structures of informational text,	Use Text Features, Part 1

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade K (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
including: titles and simple graphics to gain information; and	
K.8.D.iii recognize characteristics and structures of informational text, including: the steps in a sequence with adult assistance;	Close Reading: Describe Connections Between Steps*
K.8.E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	Close Reading: Describe How Authors Use Reasons to Support Ideas*
K.9.A discuss with adult assistance the author's purpose for writing text;	Close Reading: Identify Author's Purpose*  Identify Author's Purpose*
K.9.D discuss with adult assistance how the author uses words that help the reader visualize; and	Identify Sensory Words in Poems*  Identify Feeling Words in Stories*

*\*This lesson is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***

**Grade 1**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
1.2.A.i demonstrate phonological awareness by: producing a series of rhyming words;	Recognize Rhyme*
1.2.A.ii demonstrate phonological awareness by: recognizing . . . alliteration or groups of words that begin with the same spoken onset or initial sound;	Close Reading: Describe Sound and Meaning in Stories  Describe Sound and Meaning in Stories
1.2.A.ii demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	Say Beginning Digraphs and Consonant Blends*
1.2.A.iii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words;	Compare Short and Long Vowel Sounds
1.2.A.iv demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is . . . changed . . .	Substitute Beginning Sounds to Make Words  Substitute Final Sounds to Make Words  Substitute Middle Vowel Sounds to Make Words
1.2.A.iv demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added . . .	Add Beginning Sounds to Make Words  Add Final Sounds to Make Words
1.2.A.v demonstrate phonological awareness by: blending . . . phonemes to form . . . words, including . . . final consonant blends;	End Blends with s  End Blends with l, m, n
1.2.A.v demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words . . .	Blend Words with Beginning Digraphs  Blend Words with Final Digraphs
1.2.A.v demonstrate phonological awareness by: blending spoken phonemes	Blend Words with Digraphs, Trigraphs, Blends

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
to form one-syllable words, including . . . consonant blends;	
1.2.A.v demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including . . . final consonant blends;	Blend Words with Final Consonant Blends
1.2.A.v demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial . . . consonant blends;	Blend Words with Beginning Consonant Blends
1.2.A.vi demonstrate phonological awareness by: manipulating phonemes within base words; and	Add Beginning Sounds to Make Words*  Add Final Sounds to Make Words*  Substitute Beginning Sounds to Make Words*  Substitute Final Sounds to Make Words*  Substitute Middle Vowel Sounds to Make Words*
1.2.A.vii demonstrate phonological awareness by: segmenting spoken one-syllable words . . . into individual phonemes . . .	Break Up Words with Beginning Digraphs
1.2.A.vii demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	Break Up Words with Beginning Consonant Blends  Break Up Words with Final Digraphs  Break Up Words with Final Consonant Blends  Break Up Words with Digraphs, Trigraphs, Blends

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
<p>1.2.B.i demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences;</p>	<p>Digraph ck</p> <p>Digraphs ng, sh</p> <p>Long Vowels a and i with Silent e</p> <p>Long Vowels o and u with Silent e</p> <p>Long e Spelled ee</p> <p>Digraphs wh, th</p> <p>Digraphs tch, ch</p> <p>End Blends with s</p> <p>Endings -s, -es*</p> <p>Endings -ed, -ing*</p> <p>Read Two-Syllable Words with Closed Syllables*</p> <p>Read Two-Syllable Words with Open Syllables*</p> <p>Long a Spelled ai, ay</p> <p>Long o Spelled oa, ow</p> <p>Long e Spelled ea, y</p> <p>Long i Spelled y, igh</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Endings -ed, -ing: Changes to the Base Word*</p> <p>Endings -es, -ed: Changes to the Base Word*</p> <p>Read Words with the Spelling oo</p> <p>The Sound /är/ Spelled ar</p> <p>The Sound /ôr/ Spelled or, ore</p> <p>The Sound /ûr/ Spelled ir, er, ur</p> <p>The Soft Sound for c Spelled c and ce</p> <p>The Soft Sound for g Spelled g, ge, dge</p> <p>The Sound /ou/ Spelled ou, ow</p> <p>The Sound /oi/ Spelled oi, oy</p> <p>The Sound /ô/ Spelled au, aw</p> <p>Long Vowels</p> <p>Digraphs sh, th, wh</p> <p>Digraphs ch, tch, ph</p> <p>Final Consonants ng, nk</p> <p>End Blends with l, m, n</p> <p>Word Patterns _ind, _ild</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Word Patterns _old, _oll, _olt, _ost</p> <p>Long a: ai, ay</p> <p>Long o: oa, ow, oe</p> <p>Long e: ea, y, ey</p> <p>Soft Sound for c</p> <p>Soft Sound for g</p> <p>Long i: ie, igh, y</p> <p>Triple Blends and Digraphs</p> <p>Two Sounds for oo</p> <p>Bossy-r Vowel ar</p> <p>Bossy-r Vowels or, ore</p> <p>Bossy-r Vowels er, ir, ur</p> <p>Vowel Sound in out: ou, ow</p> <p>Vowel Sounds in new and few: ew, ue</p> <p>Vowel Sound in soup: ou, ui</p> <p>Vowel Sound in boy: oi, oy</p> <p>Vowel Sound in saw: au, aw</p> <p>Vowel Sound in water and talk: a, al</p>

*\*This lesson is related to the aligned standard*

**Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)**


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Two More Sounds for ea
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . consonant . . . digraphs . . .	Digraphs sh, th, wh  Digraphs ch, tch, ph
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . consonant blends, digraphs, and trigraphs;	Blend Words with Digraphs, Trigraphs, Blends
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final . . . digraphs . . .	Blend Words with Final Digraphs
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final consonant . . . digraphs . . .	Digraph ck
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final consonant . . . digraphs, and trigraphs;	Digraphs tch, ch
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final consonant blends . . .	Blend Words with Final Consonant Blends  End Blends with s  Final Consonants ng, nk
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final consonant blends [and] digraphs . . .	Digraphs ng, sh
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with initial . . . consonant . . . digraphs . . .	Digraphs wh, th
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with initial . . . consonant blends . . .	Blend Words with Beginning Consonant Blends
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with initial . . . digraphs . . .	Blend Words with Beginning Digraphs

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with initial and final . . . digraphs . . .	Silent Letters kn, mb, wr
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . open syllables . . .	Read Two-Syllable Words with Open Syllables  Open Syllables
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . open syllables; . . . [and] vowel teams, including vowel digraphs and diphthongs . . .	Long Vowels
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . r-controlled syllables;	The Sound /är/ Spelled ar  The Sound /ôr/ Spelled or, ore  The Sound /ûr/ Spelled ir, er, ur  Bossy-r Syllables
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . VCe syllables . . .	Long Vowels a and i with Silent e  Long Vowels o and u with Silent e
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . vowel teams . . .	Long i Spelled y, igh
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . vowel teams, including vowel digraphs and diphthongs . . .	Long e Spelled ee  Long a Spelled ai, ay  Long o Spelled oa, ow  Long e Spelled ea, y  Read Words with the Spelling oo

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>The Sound /ou/ Spelled ou, ow</p> <p>The Sound /oi/ Spelled oi, oy</p> <p>The Sound /ô/ Spelled au, aw</p> <p>Long a: ai, ay</p> <p>Long o: oa, ow, oe</p> <p>Long e: ea, y, ey</p> <p>Long i: ie, igh, y</p> <p>Vowel Team Syllables</p> <p>Two Sounds for oo</p> <p>Vowel Sound in soup: ou, ui</p> <p>Vowel Sound in boy: oi, oy</p> <p>Vowel Sound in saw: au, aw</p> <p>Read Words with the Spelling ow</p> <p>Read Words with the Spelling ou</p>
<p>1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with closed syllables . . .</p>	<p>Read Two-Syllable Words with Closed Syllables</p> <p>Read Two-Syllable Words That Divide Between Two Consonants</p> <p>Closed Syllables</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 1 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Dividing Between Two Consonants
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	Read Two-Syllable Words with Final Syllable with le*  Sneaky-e Syllables*  Prefix un-*  Prefix re-*  Suffix -ly*  Suffix -er*  Suffix -ful*  Suffix -y*  Syllables with le*
1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings . . .	Endings -er, -est
1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including -ed . . .	Endings -ed, -ing  Endings -ed, -ing: Changes to the Base Word  Doubling and Dropping with Endings -ed, -ing
1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including -ed . . . and -es; and	Endings -es, -ed: Changes to the Base Word  Changing y to i with Endings -es, -ed

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including . . . -es; and	Ending -es
1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including . . . -s . . .	Ending -s
1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including . . . -s, and -es; and	Endings -s, -es
1.2.B.vi demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list;	High-Frequency Words: Lesson 14 High-Frequency Words: Lesson 15 High-Frequency Words: Lesson 16 High-Frequency Words: Lesson 17 High-Frequency Words: Lesson 18 High-Frequency Words: Lesson 19 High-Frequency Words: Lesson 20 High-Frequency Words: Lesson 21 High-Frequency Words: Lesson 22 High-Frequency Words: Lesson 23 High-Frequency Words: Lesson 24 High-Frequency Words: Lesson 25 High-Frequency Words: Lesson 26

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	High-Frequency Words: Lesson 27  High-Frequency Words: Lesson 28  High-Frequency Words: Lesson 29
1.2.C.i demonstrate and apply spelling knowledge by: spelling words with . . . open syllables . . .	Open Syllables
1.2.C.i demonstrate and apply spelling knowledge by: spelling words with . . . open syllables . . . [and] vowel teams . . .	Long Vowels
1.2.C.i demonstrate and apply spelling knowledge by: spelling words with . . . r-controlled syllables;	Bossy-r Vowel ar  Bossy-r Vowels or, ore  Bossy-r Syllables
1.2.C.i demonstrate and apply spelling knowledge by: spelling words with . . . vowel teams . . .	Long a: ai, ay  Long i: ie, igh, y  Vowel Team Syllables  Two Sounds for oo  Vowel Sound in out: ou, ow  Vowel Sounds in new and few: ew, ue  Vowel Sound in saw: au, aw
1.2.C.i demonstrate and apply spelling knowledge by: spelling words with closed syllables . . .	Closed Syllables  Dividing Between Two Consonants

**Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)**


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
1.2.C.i demonstrate and apply spelling knowledge by: spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	Sneaky-e Syllables*
1.2.C.ii demonstrate and apply spelling knowledge by: spelling words with . . . consonant . . . digraphs . . .	Digraphs sh, th, wh  Digraphs ch, tch, ph
1.2.C.ii demonstrate and apply spelling knowledge by: spelling words with . . . final consonant blends . . .	Final Consonants ng, nk  End Blends with s
1.2.C.ii demonstrate and apply spelling knowledge by: spelling words with initial and final . . . digraphs . . .	Silent Letters kn, mb, wr
1.2.C.iii demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns; and	Long Vowels  Digraphs sh, th, wh  Digraphs ch, tch, ph  Final Consonants ng, nk  End Blends with s  Silent Letters kn, mb, wr
1.2.D demonstrate print awareness by identifying the information that different parts of a book provide;	Use Text Features, Part 1
1.3.A use a resource . . . to find words;	Use Text Features, Part 1
1.3.B use . . . texts the student is able to read . . . to learn . . . word meanings;	Working with Words: 1  Working with Words: 2  Working with Words: 3

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Working with Words: 4</p> <p>Working with Words: 5</p> <p>Working with Words: 6</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 9</p> <p>Working with Words: 10</p> <p>Working with Words: 12</p> <p>Working with Words: 13</p> <p>Working with Words: 14</p> <p>Working with Words: 16</p> <p>Working with Words: 17</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 20</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Working with Words: 24
1.3.B use illustrations and texts the student is able to read . . . to learn . . . word meanings;	Working with Words: 11  Working with Words: 15  Determine Word Meanings
1.3.C identify the meaning of words with the affixes -s, -ed, and -ing; and	Determine the Meanings of Related Words in a Word Family: define and purpose*  Determine the Meanings of Related Words in a Word Family: place and agree*  Determine the Meanings of Related Words in a Word Family: vary and consider*
1.3.D identify and use words that name actions, directions, positions, sequences, categories, and locations.	Working with Words: 2*  Working with Words: 3*  Working with Words: 11*  Working with Words: 15*
1.6.B generate questions about text . . . to deepen understanding . . .	Close Reading: Ask and Answer Questions About Stories  Describe Stories
1.6.B generate questions about text . . . to deepen understanding and gain information;	Close Reading: Ask and Answer Questions About Key Details  Identify Relevant Details
1.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	Use Text Features, Part 1*

\*This lesson is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
1.6.E make connections to personal experiences, ideas in other texts, and society with adult assistance;	Describe Connections Between Ideas* Describe Connections Between Events*
1.6.G evaluate details to determine what is most important with adult assistance;	Answer Questions About Relevant Details* Answer Questions About Stories* Retell Stories* Understand the Central Message* Find the Main Topic*
1.6.H synthesize information . . .	Connect Words and Pictures in a Story
1.6.H synthesize information to create new understanding with adult assistance; and	Describe Connections Between Ideas Describe Connections Between Events Use Words and Pictures in a Text
1.6.I . . . make adjustments such as . . . asking questions when understanding breaks down.	Identify Relevant Details Describe Stories
1.6.I monitor comprehension and make adjustments such as . . . asking questions when understanding breaks down.	Close Reading: Ask and Answer Questions About Stories Close Reading: Ask and Answer Questions About Key Details
1.7.C use text evidence to support an appropriate response;	Answer Questions About Relevant Details* Answer Questions About Stories*
1.7.D retell texts in ways that maintain meaning;	Retell Stories Understand the Central Message*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 1 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Find the Main Topic
1.8.A . . . determine theme . . .	Understand the Central Message
1.8.A discuss topics and determine theme using text evidence with adult assistance;	Retell Stories*
1.8.B describe . . . character(s) . . .	Describe Characters  Connect Words and Pictures in a Story
1.8.B describe . . . character(s) and the reason(s) for their actions;	Close Reading: Describe How Characters Act
1.8.B describe the main character(s) and the reason(s) for their actions;	Describe How Characters Act*
1.8.C describe plot elements, including the main events . . . for texts read . . .	Describe Events  Connect Words and Pictures in a Story
1.8.D describe the setting.	Describe Settings  Connect Words and Pictures in a Story
1.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, [and] fables . . .	Close Reading: Determining the Central Message
1.9.B discuss . . . repetition, and alliteration in a variety of poems;	Close Reading: Describe Sound and Meaning in Stories
1.9.B discuss rhyme [and] rhythm . . . in a variety of poems;	Close Reading: Describe Rhythm and Meaning in Poems
1.9.C discuss elements of drama . . .	Parts of Plays
1.9.C discuss elements of drama such as characters and setting;	Describe Characters*  Describe Settings*
1.9.D.i recognize characteristics and structures of informational text, including:	Find the Main Topic

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 1 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
the central idea and supporting evidence with adult assistance;	
1.9.D.ii recognize characteristics and structures of informational text, including: features and simple graphics to locate or gain information; and	Use Text Features, Part 1
1.9.E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	Close Reading: Describe How Authors Use Reasons to Support Ideas*
1.10.A discuss the author's purpose for writing text;	Close Reading: Identify Author's Purpose  Identify Author's Purpose
1.10.B discuss how the use of text structure contributes to the author's purpose;	Close Reading: What Are Poems Made Of? *  Text Features*  Parts of Poems*
1.10.C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	Close Reading: Explain How Images Support Text  Explain How Images Support Text
1.10.D discuss how the author uses words that help the reader visualize; and	Identify Sensory Words in Poems*  Identify Feeling Words in Stories*
1.13.C identify and gather relevant . . . information . . .	Use Words and Pictures in a Text
1.13.D demonstrate understanding of information gathered with adult assistance; and	Use Words and Pictures in a Text

*\*This lesson is related to the aligned standard*




***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***

**Grade 2**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
2.2.A.ii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable . . . words;	Long and Short Vowels: a  Long and Short Vowels: i  Long and Short Vowels: o  Long and Short Vowels: u  Long and Short Vowels: e
2.2.A.iii demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is . . . changed . . .	Vowel Variations in Initial Syllables  Vowel Variations in Final Syllables
2.2.B.i demonstrate and apply phonetic knowledge by: decoding words with . . . long . . . vowels . . .	Read Words with the Spelling y  Read Two-Syllable Words with VCe Syllables  Dividing Around One Consonant  VCe Syllables  Syllables -tion, -sion, -ion
2.2.B.i demonstrate and apply phonetic knowledge by: decoding words with . . . long, or variant vowels . . .	Vowel Variations in Initial Syllables  Vowel Variations in Final Syllables
2.2.B.i demonstrate and apply phonetic knowledge by: decoding words with short [or] long . . . vowels . . .	Long and Short Vowels: a  Long and Short Vowels: i  Long and Short Vowels: o  Long and Short Vowels: u

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Long and Short Vowels: e
2.2.B.i demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends;	Read Two-Syllable Words with Vowel Variations in the Initial Syllable*  Read Words with the Spelling ow*  Read Words with the Spelling ou*  Read Two-Syllable Words with Vowel Variations in the Final Syllable*
2.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with silent letters such as knife and gnat;	Silent Letters kn, mb, wr  Silent Letters
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words . . .	Read Two-Syllable Words with Vowel Variations in the Initial Syllable  Read Two-Syllable Words with Vowel Variations in the Final Syllable
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . final stable syllables;	Read Two-Syllable Words with Final Syllable with le  Syllables -tion, -sion, -ion
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . open syllables . . .	Read Words with the Spelling y
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . r-controlled syllables . . .	Read Two-Syllable Words with r-Controlled Syllables
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . VCe syllables . . .	Read Two-Syllable Words with VCe Syllables  VCe Syllables

*\*This lesson is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . vowel teams . . .	Read Two-Syllable Words with Vowel Team Syllables
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . vowel teams, including digraphs and diphthongs . . .	Vowel Variations in Initial Syllables  Vowel Variations in Final Syllables
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . vowel teams, including digraphs and diphthongs; [and] r-controlled syllables . . .	The Sound /âr/ Spelled air, are
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Read Words with the Spelling ow*  Read Words with the Spelling ou*
2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; [and] open syllables . . .	Dividing Around One Consonant
2.2.B.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns . . .	Read Two-Syllable Words with Final Syllable with le
2.2.B.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as . . . VCV . . .	Dividing Around One Consonant
2.2.B.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV . . .	Read Two-Syllable Words That Divide Between Two Consonants

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings . . .	Suffixes -less, -ness  Suffix -en
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including -s . . .	Ending -s
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including . . . -ed [and] -ing . . .	Endings -ed, -ing  Endings -ed, -ing: Changes to the Base Word
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including . . . -er . . .	Suffixes -er, -or
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including . . . -er, and -est; and	Endings -er, -est
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including . . . -es [and] -ed . . .	Changing y to i with Endings -es, -ed
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes . . .	Read Words with the Prefix re-  Read Words with the Prefixes un-, pre-  Read Words with the Prefixes mis-, dis-  Prefix pre-
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes, including . . . dis- . . .	Prefixes mis-, dis-
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes, including . . . re- . . .	Prefix re-

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes, including un- . . .	Prefix un-
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	Read Words with the Suffix -ly* Read Words with the Suffix -ful* Read Words with the Suffixes -er, -or* Read Words with the Suffix -y* Read Words with the Suffixes -less, -ness* Read Words with the Suffix -en*
2.2.B.vii demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list;	High-Frequency Words: Lesson 30 High-Frequency Words: Lesson 31 High-Frequency Words: Lesson 32 High-Frequency Words: Lesson 33 High-Frequency Words: Lesson 34 High-Frequency Words: Lesson 35 High-Frequency Words: Lesson 36 High-Frequency Words: Lesson 37 High-Frequency Words: Lesson 38
2.2.C.i demonstrate and apply spelling knowledge by: spelling . . . words with . . . vowel teams, including digraphs and diphthongs . . .	Vowel Sound in good: oo, u, ou

*\*This lesson is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***

**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
2.2.C.i demonstrate and apply spelling knowledge by: spelling . . . words with . . . vowel teams, including digraphs and diphthongs; [and] r-controlled syllables . . .	Bossy-r Vowels: air, are, ear  Bossy-r Vowels: ear, eer
2.2.C.i demonstrate and apply spelling knowledge by: spelling . . . words with closed syllables; open syllables; . . . [and] vowel teams, including digraphs and diphthongs . . .	Long and Short Vowels: o  Long and Short Vowels: u
2.2.C.ii demonstrate and apply spelling knowledge by: spelling words with silent letters such as knife and gnat;	Silent Letters kn, mb, wr  Silent Letters
2.2.C.v demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns . . .	Dividing Around One Consonant
2.2.C.v demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	Dividing Between Two Consonants
2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with . . . inflectional endings . . .	Suffixes -less, -ness  Suffix -en
2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with . . . inflectional endings, including -s . . .	Ending -s
2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with . . . inflectional endings, including . . . -ed [and] -ing . . .	Endings -ed, -ing
2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with prefixes . . .	Prefix pre-

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with prefixes, including . . . dis- . . .	Prefixes mis-, dis-
2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with prefixes, including . . . re- . . .	Prefix re-
2.3.A use . . . digital resources to determine meaning and pronunciation of unknown words;	<p>Determine Word Meanings Using Known Words and Prefixes pre- and mis-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ful and -less</p> <p>Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous</p> <p>Determine the Meanings of Related Words in a Word Family: define and purpose</p> <p>Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-</p> <p>Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ment and -able</p> <p>Determine the Meanings of Related Words in a Word Family: place and agree</p> <p>Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness</p> <p>Determine Word Meanings Using Roots bio and geo</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 2 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Determine the Meanings of Related Words in a Word Family: vary and consider
2.3.B use context . . . to determine the meaning of unfamiliar words;	Close Reading: Determine Word Meanings  Determine Word Meanings  Working with Words: 1  Working with Words: 2  Working with Words: 3  Working with Words: 4  Working with Words: 5  Working with Words: 6  Working with Words: 7  Working with Words: 8  Working with Words: 9  Working with Words: 10  Working with Words: 11  Working with Words: 12  Working with Words: 13  Working with Words: 14  Working with Words: 15

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Working with Words: 16</p> <p>Working with Words: 17</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 20</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p> <p>Working with Words: 24</p>
2.3.C identify the meaning of . . . words with affixes . . . -er . . .	Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness
2.3.C identify the meaning of . . . words with affixes . . . -ion/tion . . .	Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous
2.3.D identify . . . antonyms . . .	<p>Working with Words: 3</p> <p>Working with Words: 4</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 11</p> <p>Working with Words: 12</p> <p>Working with Words: 15</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Working with Words: 19 Working with Words: 20
2.3.D identify . . . synonyms . . .	Working with Words: 1 Working with Words: 2 Working with Words: 5 Working with Words: 6 Working with Words: 9 Working with Words: 10 Working with Words: 13 Working with Words: 14 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 21 Working with Words: 22 Working with Words: 23 Working with Words: 24
2.3.D identify, use, and explain the meaning of . . . synonyms . . . in context.	Determine Word Meanings Using Context Clues 1

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Determine Word Meanings Using Context Clues 4
2.3.D identify, use, and explain the meaning of antonyms . . . in context.	Determine Word Meanings Using Context Clues 2  Determine Word Meanings Using Context Clues 5
2.6.B generate questions about text . . . to deepen understanding . . .	Close Reading: Ask and Answer Questions About Stories  Describe Stories
2.6.B generate questions about text . . . to deepen understanding and gain information;	Close Reading: Ask and Answer Questions About Key Details  Identify Relevant Details
2.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Close Reading: Use Text Features, Part 1*  Close Reading: Use Text Features, Part 2*  Use Text Features, Part 1*
2.6.E make connections to . . . ideas in other texts . . .	Close Reading: Compare and Contrast Stories  Close Reading: Compare and Contrast Two Texts
2.6.E make connections to personal experiences, ideas in other texts, and society;	Close Reading: Describe Connections Between Historical Events*  Close Reading: Describe Connections Between Steps*  Close Reading: Describe Connections Between Scientific Ideas*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Describe Connections Between Historical Events*  Describe Connections Between Steps*
2.6.G . . . determine key ideas;	Identify the Central Idea
2.6.G evaluate details read to determine key ideas;	Close Reading: Ask and Answer Questions About Stories  Close Reading: Ask and Answer Questions About Key Details  Close Reading: Recount Stories*  Close Reading: Determine the Central Message  Identify Relevant Details  Describe Stories  Determine the Central Message
2.6.H synthesize information to create new understanding; and	Close Reading: Explain How Images Support Text  Explain How Images Support Text  Connect Words and Pictures
2.6.I . . . make adjustments such as . . . asking questions when understanding breaks down.	Identify Relevant Details  Describe Stories
2.6.I monitor comprehension and make adjustments such as . . . asking questions when understanding breaks down.	Close Reading: Ask and Answer Questions About Stories

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Close Reading: Ask and Answer Questions About Key Details
2.7.C use text evidence to support an appropriate response;	Close Reading: Ask and Answer Questions About Stories  Close Reading: Ask and Answer Questions About Key Details  Identify Relevant Details*  Describe Stories*
2.7.D retell . . . texts in ways that maintain meaning and logical order;	Close Reading: Recount Stories  Retell Texts
2.7.D retell and paraphrase texts in ways that maintain meaning and logical order;	Close Reading: Determine the Central Message*  Determine the Central Message*
2.8.A . . . determine theme using text evidence . . .	Close Reading: Determine the Central Message  Determine the Central Message
2.8.A discuss topics and determine theme using text evidence with adult assistance;	Close Reading: Recount Stories*  Retell Texts*
2.8.B describe the main character's (characters') . . . traits;	Close Reading: Describing Characters
2.8.B describe the main character's (characters') internal and external traits;	Close Reading: Describe How Characters Act*  Describe How Characters Act*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
2.8.C describe and understand plot elements, including the main events . . . for texts read . . .	Close Reading: Describe How Characters Act  Connect Words and Pictures
2.8.D describe the importance of the setting.	Connect Words and Pictures*
2.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;	Close Reading: Determine the Central Message*  Retell Texts*  Determine the Central Message*
2.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, [and] fables . . .	Close Reading: Determining the Central Message
2.9.B explain . . . structures in . . . poems;	Close Reading: What Are Poems Made Of?  Parts of Poems  Close Reading: Elements of Poetry
2.9.B explain visual patterns and structures in a variety of poems;	Elements of Poetry*  Comparing Poems and Prose*
2.9.C discuss elements of drama . . .	Close Reading: What Are Plays Made Of?  Parts of Plays
2.9.D.i recognize characteristics and structures of informational text, including: the central idea . . .	Identify the Central Idea  Identify Author's Purpose
2.9.D.i recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance;	Close Reading: Identify Author's Purpose

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 2 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
2.9.D.ii recognize characteristics and structures of informational text, including: . . . graphics to . . . gain information; and	Close Reading: Explain How Images Support Text  Explain How Images Support Text  Close Reading: Connect Words and Pictures in Informational Text
2.9.D.ii recognize characteristics and structures of informational text, including: features . . . to locate and gain information; and	Close Reading: Use Text Features, Part 1  Close Reading: Use Text Features, Part 2  Use Text Features, Part 1
2.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as . . . cause and effect . . .	Text Features  Close Reading: Text Structures: Cause-Effect and Compare-Contrast  Text Structures, Part 1
2.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as chronological order . . .	Close Reading: Text Structures: Chronology and Problem-Solution  Text Structures, Part 2
2.9.E.i recognize characteristics of persuasive text, including: stating what the author is trying to persuade the reader to think or do; and	Close Reading: Describe How Authors Use Reasons to Support Ideas*  Understand How Comparisons are Made*
2.10.A discuss the author's purpose for writing text;	Close Reading: Identify Author's Purpose  Identify Author's Purpose
2.10.B discuss how the use of text structure contributes to the author's purpose;	Close Reading: What Are Poems Made Of? *  Text Features*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 2 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Parts of Poems*
2.10.C discuss the author's use of print and graphic features to achieve specific purposes;	Close Reading: Explain How Images Support Text  Explain How Images Support Text
2.10.D discuss the use of . . . figurative language;	Close Reading: Describe Rhythm and Meaning in Poems  Close Reading: Describe Sound and Meaning in Stories  Describe Sound and Meaning in Stories
2.10.F . . . explain the use of repetition.	Describe Sound and Meaning in Stories
2.10.F identify and explain the use of repetition.	Close Reading: Describe Rhythm and Meaning in Poems*  Close Reading: Describe Sound and Meaning in Stories
2.13.C identify and gather relevant . . . information . . .	Explain How Images Support Text
2.13.C identify and gather relevant . . . information to answer the questions;	Close Reading: Explain How Images Support Text
2.13.E demonstrate understanding of information gathered;	Close Reading: Explain How Images Support Text  Explain How Images Support Text

*\*This lesson is related to the aligned standard*




*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 3**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
3.2.A.i demonstrate and apply phonetic knowledge by: decoding . . . words with multiple sound-spelling patterns such as . . . ough . . .	Sounds for ough
3.2.A.i demonstrate and apply phonetic knowledge by: decoding . . . words with multiple sound-spelling patterns such as eigh . . .	Sounds for igh, eigh
3.2.A.i demonstrate and apply phonetic knowledge by: decoding multisyllabic words with multiple sound-spelling patterns such as . . . en;	Suffix -en
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding . . . words with closed syllables; . . . [and] vowel teams, including digraphs and diphthongs . . .	Long and Short Vowels: a  Long and Short Vowels: i  Long and Short Vowels: u
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding . . . words with closed syllables; open syllables; . . . [and] vowel teams, including digraphs and diphthongs . . .	Long and Short Vowels: o  Long and Short Vowels: e
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words . . .	Reading Multisyllabic Words with Medial Vowels
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . final stable syllables;	Final Syllable -ture  Syllables -tion, -sion, -ion
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . open syllables . . .	Reading Multisyllabic Words That Divide Between Two Vowels
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . r-controlled syllables . . .	Bossy-r Syllables

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . VCe syllables . . .	VCe Syllables
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables . . .	Reading Multisyllabic Words That Divide Between Consonants
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; [and] open syllables . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
3.2.A.iv demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as . . . VCV . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
3.2.A.iv demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV . . . and VCCCV . . .	Reading Multisyllabic Words That Divide Between Consonants
3.2.A.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes;	Reading Multisyllabic Words with Prefixes in-, im-  Reading Multisyllabic Words with Prefixes dis-, mis-, non-  Reading Multisyllabic Words with a Prefix and a Suffix
3.2.A.vi demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes . . .	Read Words with the Suffix -ly  Read Words with the Suffix -ful  Read Words with the Suffixes -er, -or  Read Words with the Suffix -y  Read Words with the Suffixes -less, -ness

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Read Words with the Suffix -en</p> <p>Reading Multisyllabic Words with Suffixes -less, -ful</p> <p>Reading Multisyllabic Words with Suffixes -ous, -able</p> <p>Reading Multisyllabic Words with Suffixes -ment, -ness</p> <p>Reading Multisyllabic Words with Suffixes -er, -or</p> <p>Reading Multisyllabic Words with Two Suffixes</p>
<p>3.2.A.vi demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as . . . changing y to i . . .</p>	<p>Changing y to i with Endings -es, -ed</p>
<p>3.2.A.vi demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e . . . and doubling final consonants; and</p>	<p>Doubling and Dropping with Endings -ed, -ing</p>
<p>3.2.A.vii demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list;</p>	<p>High-Frequency Words: Lesson 30</p> <p>High-Frequency Words: Lesson 31</p> <p>High-Frequency Words: Lesson 32</p> <p>High-Frequency Words: Lesson 33</p> <p>High-Frequency Words: Lesson 34</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>High-Frequency Words: Lesson 35</p> <p>High-Frequency Words: Lesson 36</p> <p>High-Frequency Words: Lesson 37</p> <p>High-Frequency Words: Lesson 38</p> <p>Sounds for ch*</p> <p>Silent Letters*</p> <p>Sounds for ear*</p>
3.2.B.i demonstrate and apply spelling knowledge by: spelling . . . words with closed syllables; . . . [and] vowel teams, including digraphs and diphthongs . . .	Long and Short Vowels: a
3.2.B.i demonstrate and apply spelling knowledge by: spelling . . . words with closed syllables; open syllables; . . . [and] vowel teams, including digraphs and diphthongs . . .	Long and Short Vowels: e
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words . . .	Reading Multisyllabic Words with Medial Vowels
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . final stable syllables;	Final Syllable -ture Syllables -tion, -sion, -ion
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . open syllables . . .	Reading Multisyllabic Words That Divide Between Two Vowels
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . r-controlled syllables . . .	Bossy-r Syllables

*\*This lesson is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . VCe syllables . . .	VCe Syllables
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables . . .	Reading Multisyllabic Words That Divide Between Consonants
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Sounds for ch*  Silent Letters*  Sounds for ear*
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; [and] open syllables . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
3.2.B.iv demonstrate and apply spelling knowledge by: spelling . . . words with multiple sound-spelling patterns;	Sounds for igh, eigh
3.2.B.iv demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns;	Sounds for ough*  Suffix -en
3.2.B.v demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns such as . . . VCV . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
3.2.B.v demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns such as VCCV . . . and VCCCV;	Reading Multisyllabic Words That Divide Between Consonants
3.2.B.vi demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes; and	Reading Multisyllabic Words with a Prefix and a Suffix

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
3.2.B.vii demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes . . .	Reading Multisyllabic Words with Two Suffixes  Reading Multisyllabic Words with a Prefix and a Suffix
3.2.B.vii demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e . . . and doubling final consonants;	Doubling and Dropping with Endings -ed, -ing
3.2.B.vii demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	Changing y to i with Endings -es, -ed*
3.3.A use . . . digital resources to determine meaning . . . and pronunciation;	Determine Word Meanings Using Known Words and Prefixes pre- and mis-  Determine Word Meanings Using Known Words and Suffixes -ful and -less  Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous  Determine the Meanings of Related Words in a Word Family: define and purpose  Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-  Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-  Determine Word Meanings Using Known Words and Suffixes -ment and -able

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Determine the Meanings of Related Words in a Word Family: place and agree</p> <p>Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness</p> <p>Determine Word Meanings Using Roots bio and geo</p> <p>Determine the Meanings of Related Words in a Word Family: vary and consider</p>
<p>3.3.B use context within . . . a sentence to determine the meaning of unfamiliar words . . .</p>	<p>Close Reading: Unfamiliar Words</p> <p>Determine Word Meanings Using Context Clues 1</p> <p>Determine Word Meanings Using Context Clues 2</p> <p>Determine Word Meanings Using Context Clues 3</p> <p>Determine Word Meanings Using Context Clues 4</p>
<p>3.3.C identify the meaning of . . . words with affixes . . .</p>	<p>Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous</p> <p>Determine the Meanings of Related Words in a Word Family: define and purpose</p> <p>Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ment and -able</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 3 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Determine the Meanings of Related Words in a Word Family: place and agree</p> <p>Determine the Meanings of Related Words in a Word Family: vary and consider</p>
3.3.C identify the meaning of . . . words with affixes such as . . . -ful; and	Determine Word Meanings Using Known Words and Suffixes -ful and -less
3.3.C identify the meaning of . . . words with affixes such as . . . -ness . . .	Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness
3.3.C identify the meaning of . . . words with affixes such as . . . pre- . . .	Determine Word Meanings Using Known Words and Prefixes pre- and mis-
3.3.C identify the meaning of . . . words with affixes such as im- (into) . . . [and] in- (not, non) . . .	Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-
3.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<p>Determine Word Meanings Using Context Clues 1*</p> <p>Determine Word Meanings Using Context Clues 2*</p> <p>Determine Word Meanings Using Context Clues 4*</p> <p>Determine Word Meanings Using Context Clues 5*</p>
3.6.B generate questions about text . . . to deepen understanding . . .	<p>Close Reading: Asking Questions About Key Ideas</p> <p>Close Reading: Asking Questions About Stories</p> <p>Ask Questions About Stories</p>

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
3.6.B generate questions about text . . . to deepen understanding and gain information;	Ask Questions about Key Ideas in an Informational Text
3.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Text Features*
3.6.E make connections to . . . ideas in other texts . . .	Close Reading: Compare and Contrast Two Texts  Close Reading: Integrating Information from Two Sources
3.6.F . . . use evidence to support understanding;	Ask Questions about Key Ideas in an Informational Text  Close Reading: Describing Settings and Events in Stories
3.6.F make inferences and use evidence to support understanding;	Determine the Central Message of a Folktale  Close Reading: Determining the Theme of a Poem  Close Reading: Describing Characters in Plays  Close Reading: Supporting Inferences About Informational Texts  Inferences About Informational Texts  Identifying Central Idea
3.6.G evaluate details read to determine key ideas;	Close Reading: Determining the Central Message  Close Reading: Recounting Stories*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Close Reading: Finding Main Ideas and Details  Close Reading: Recounting Key Details*  Determine the Central Message of a Folktale  Retell Relevant Details
3.6.H synthesize information to create new understanding; and	Close Reading: Connect Words and Pictures in Informational Text  Information from Words and Pictures  Connecting Words and Pictures in Stories
3.7.C use text evidence to support an appropriate response;	Close Reading: Asking Questions About Key Ideas  Close Reading: Asking Questions About Stories  Ask Questions about Key Ideas in an Informational Text  Ask Questions About Stories
3.7.D retell . . . texts in ways that maintain meaning and logical order;	Close Reading: Recounting Stories  Close Reading: Finding Main Ideas and Details  Close Reading: Recounting Key Details  Recounting a Story  Retell Relevant Details

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
3.7.D retell and paraphrase texts in ways that maintain meaning and logical order;	Close Reading: Determining the Central Message*
3.7.F [use] newly acquired vocabulary as appropriate; and	<p>Determine Word Meanings Using Context Clues 1</p> <p>Determine Word Meanings Using Known Words and Prefixes pre- and mis-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ful and -less</p> <p>Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous</p> <p>Determine the Meanings of Related Words in a Word Family: define and purpose</p> <p>Determine Word Meanings Using Context Clues 2</p> <p>Determine Word Meanings Using Context Clues 3</p> <p>Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-</p> <p>Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ment and -able</p> <p>Determine the Meanings of Related Words in a Word Family: place and agree</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Determine Word Meanings Using Context Clues 4  Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness  Determine Word Meanings Using Roots bio and geo  Determine the Meanings of Related Words in a Word Family: vary and consider
3.7.G discuss specific ideas in the text that are important to the meaning.	Close Reading: Determining the Central Message*
3.8.A infer the theme of a work . . .	Determine the Central Message of a Folktale  Close Reading: Determining the Theme of a Story  Close Reading: Determining the Theme of a Poem  Theme of a Poem
3.8.A infer the theme of a work, distinguishing theme from topic;	Close Reading: Comparing/Contrasting Stories*  Comparing and Contrasting Stories*  Close Reading: Comparing Topics and Themes in Stories*  Close Reading: Finding the Theme of a Poem
3.8.B explain the relationships among the major and minor characters;	Close Reading: Describing Characters*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Understanding Characters*
3.8.C analyze plot elements, including the sequence of events . . .	Close Reading: Describing Characters  Close Reading: What Are Stories Made Of?  Understanding Characters  Close Reading: Describing Settings and Events in Stories
3.8.C analyze plot elements, including the sequence of events, the conflict, and the resolution; and	Close Reading: Recounting Stories*  Close Reading: Asking Questions About Stories*  Ask Questions About Stories*
3.8.D explain the influence of the setting on the plot.	Close Reading: Comparing/Contrasting Stories*  Close Reading: Asking Questions About Stories*  Ask Questions About Stories*  Comparing and Contrasting Stories*  Close Reading: Describing Settings and Events in Stories*  Close Reading: Elements of Plays*  Describing Settings and Events*
3.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, . . . and myths;	Close Reading: Determining the Central Message

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
3.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;	Close Reading: Comparing Topics and Themes in Stories  Comparing Story Topics and Themes  Comparing Patterns of Events
3.9.B explain . . . structural elements such as stanzas in . . . poems;	Close Reading: What Are Poems Made Of?  Parts of Poems
3.9.B explain rhyme scheme [and] sound devices . . . in . . . poems;	Close Reading: Describe Rhythm and Meaning in Poems  Close Reading: Describe Sound and Meaning in Stories
3.9.C discuss elements of drama . . .	Close Reading: What Are Plays Made Of?  Parts of Plays
3.9.C discuss elements of drama such as characters . . .	Close Reading: Describing Characters in Plays
3.9.C discuss elements of drama such as characters, dialogue, setting, and acts;	Elements of Plays
3.9.D.i recognize characteristics and structures of informational text, including: . . . supporting evidence;	Close Reading: Recounting Key Details  Retell Relevant Details
3.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;	Close Reading: Finding Main Ideas and Details  Find Central Idea in an Informational Text
3.9.D.ii recognize characteristics and structures of informational text, including: features . . . to support understanding; and	Close Reading: Connect Words and Pictures in Informational Text  Text Features

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
3.9.D.ii recognize characteristics and structures of informational text, including: features such as . . . graphs [and] timelines . . . to support understanding; and	Close Reading: Interpreting Visual Information  Interpreting Visual Information
3.9.D.ii recognize characteristics and structures of informational text, including: features such as sections . . . and bold . . . font to support understanding; and	Use Text Features, Part 1
3.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns . . .	Close Reading: Describing Comparisons  Understand How Comparisons are Made
3.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as . . . problem and solution;	Close Reading: Text Structures: Chronology and Problem-Solution  Text Structures, Part 2
3.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect . . .	Close Reading: Making Connections Between Sentences and Paragraphs  Understanding Scientific Texts  Text Features  How Sentences and Paragraphs Connect  Close Reading: Text Structures: Cause-Effect and Compare-Contrast  Understanding Technical Texts  Text Structures, Part 1
3.9.E.i recognize characteristics and structures of argumentative text by: identifying the claim;	Close Reading: Finding Main Ideas and Details*  Close Reading: Recounting Key Details*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 3 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Retell Relevant Details*
3.9.F recognize characteristics of multimodal and digital texts.	Close Reading: Finding Information from Multiple Sources
3.10.A explain the author's . . . message within a text;	Close Reading: Determining the Central Message  Identifying Perspective About a Topic
3.10.B explain how the use of text structure contributes to the author's purpose;	Close Reading: What Are Poems Made Of? *  Text Features*  Parts of Poems*  Close Reading: Text Structures: Cause-Effect and Compare-Contrast*  Close Reading: Text Structures: Chronology and Problem-Solution*  Text Structures, Part 1*  Text Structures, Part 2*
3.10.C explain the author's use of . . . graphic features to achieve specific purposes;	Close Reading: Connect Words and Pictures in Informational Text  Information from Words and Pictures  Connecting Words and Pictures in Stories  Close Reading: Interpreting Visual Information  Interpreting Visual Information

\*This lesson is related to the aligned standard



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 3 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
3.10.D describe how the author's use of . . . figurative language . . . and sound devices . . . achieves specific purposes;	Close Reading: Describe Sound and Meaning in Stories
3.10.D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	Understanding Literal and Non-Literal Language*
3.10.E identify the use of literary devices, including . . . point of view;	Identifying Perspective in a Story
3.13.C identify and gather relevant information . . .	Close Reading: Connect Words and Pictures in Informational Text  Information from Words and Pictures
3.13.E demonstrate understanding of information gathered;	Close Reading: Connect Words and Pictures in Informational Text  Information from Words and Pictures

*\*This lesson is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***

**Grade 4**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
4.2.A.i demonstrate and apply phonetic knowledge by: decoding words with specific orthographic patterns and rules . . .	Sounds for ch  Silent Letters  Sounds for ear
4.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words . . .	Reading Multisyllabic Words with Medial Vowels
4.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . open syllables . . .	Reading Multisyllabic Words That Divide Between Two Vowels
4.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables . . .	Reading Multisyllabic Words That Divide Between Consonants
4.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; [and] open syllables . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
4.2.A.iii demonstrate and apply phonetic knowledge by: decoding words using advanced knowledge of syllable division patterns such as VV;	Reading Multisyllabic Words That Divide Between Two Vowels
4.2.A.iv demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes;	Reading Multisyllabic Words with Prefixes in-, im-  Reading Multisyllabic Words with Prefixes dis-, mis-, non-  Reading Multisyllabic Words with a Prefix and a Suffix
4.2.A.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes . . .	Reading Multisyllabic Words with Suffixes -less, -ful

**Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)**


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Reading Multisyllabic Words with Suffixes -ous, -able  Reading Multisyllabic Words with Suffixes -ment, -ness  Reading Multisyllabic Words with Suffixes -er, -or  Reading Multisyllabic Words with Two Suffixes
4.2.A.vi demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list;	Sounds for ch*  Silent Letters*  Sounds for ear*
4.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words . . .	Reading Multisyllabic Words with Medial Vowels
4.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . open syllables . . .	Reading Multisyllabic Words That Divide Between Two Vowels
4.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables . . .	Reading Multisyllabic Words That Divide Between Consonants
4.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; [and] open syllables . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
4.2.B.iv demonstrate and apply spelling knowledge by: spelling words using . . . knowledge of syllable division patterns;	Reading Multisyllabic Words That Divide Between Consonants  Reading Multisyllabic Words That Divide Between a Vowel and a Consonant

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
4.2.B.iv demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns;	Reading Multisyllabic Words That Divide Between Two Vowels
4.2.B.v demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes; and	Reading Multisyllabic Words with a Prefix and a Suffix
4.2.B.vi demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes . . .	Reading Multisyllabic Words with Two Suffixes  Reading Multisyllabic Words with a Prefix and a Suffix
4.3.A use . . . digital resources to determine meaning . . . and pronunciation;	Determine Word Meanings Using Prefixes over- and under-  Determine Word Meanings Using Roots port and struct  Determine the Meanings of Related Words in a Word Family: identify and attach  Determine Word Meanings Using Prefixes trans- and de-  Determine Word Meanings Using Suffixes -ive and -age  Determine Word Meanings Using Roots aud and spect  Determine the Meanings of Related Words in a Word Family: create and inform  Determine Word Meanings Using Prefixes il-/ir- and fore-

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Determine the Meanings of Related Words in a Word Family: distinct and depend
4.3.B use context . . . to determine the relevant meaning of unfamiliar words . . .	Close Reading: Unfamiliar Words  Determine Word Meanings Using Context Clues 1  Determine Word Meaning  Understanding Allusions to Myths  Determine Word Meanings Using Context Clues 2  Determine Word Meanings Using Context Clues 3  Determine Word Meanings Using Context Clues 4  Determine Word Meanings Using Context Clues 5
4.3.C determine the meaning of . . . words with . . . roots . . .	Determine Word Meanings Using Roots port and struct  Determine Word Meanings Using Roots aud and spect
4.3.C determine the meaning of . . . words with affixes . . .	Determine Word Meanings Using Prefixes over- and under-  Determine Word Meanings Using Prefixes trans- and de-  Determine Word Meanings Using Suffixes -ive and -age

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Determine Word Meanings Using Prefixes il-/ir- and fore-
4.3.C determine the meaning of . . . words with affixes . . . and roots . . .	Determine the Meanings of Related Words in a Word Family: identify and attach  Determine the Meanings of Related Words in a Word Family: create and inform  Determine the Meanings of Related Words in a Word Family: distinct and depend
4.6.B generate questions about text . . . to deepen understanding . . .	Close Reading: Asking Questions About Key Ideas  Close Reading: Asking Questions About Stories  Ask Questions About Stories
4.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Text Features*
4.6.E make connections to . . . ideas in other texts . . .	Analyzing Accounts of the Same Topic  Compare and Contrast Point of View
4.6.E make connections to personal experiences, ideas in other texts, and society;	Close Reading: Connecting Presentations of a Text*
4.6.F . . . use evidence to support understanding;	Close Reading: Describing Settings and Events in Stories  Understanding Technical Texts  Evaluating Arguments in an Informational Text

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
<p>4.6.F make inferences and use evidence to support understanding;</p>	<p>Close Reading: Determining the Theme of a Poem</p> <p>Close Reading: Describing Characters in Plays</p> <p>Close Reading: Supporting Inferences About Informational Texts</p> <p>Inferences About Informational Texts</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Informational Texts</p> <p>Identifying Central Idea</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p>

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 4 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
4.6.G . . . determine key ideas;	<p>Building Sentence Comprehension: Replaced Words and Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p>
4.6.G evaluate details read to determine key ideas;	<p>Close Reading: Determining the Theme of a Story</p> <p>Close Reading: Determining the Theme of a Poem</p> <p>Close Reading: Finding Main Ideas and Details</p> <p>Close Reading: Summarizing Informational Texts*</p> <p>Close Reading: Summarizing Literary Texts</p> <p>Theme of a Poem</p>

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Summarizing Informational Text*  Understanding Technical Texts  Evaluating Arguments in an Informational Text
4.6.H synthesize information to create new understanding; and	Close Reading: Connecting Presentations of a Text  Close Reading: Interpreting Visual Information  Close Reading: Integrating Information from Two Sources  Interpreting Visual Information  Analyzing Accounts of the Same Topic  Integrating Information
4.7.B . . . demonstrate understanding of texts, including comparing and contrasting ideas across . . . sources;	Compare and Contrast Point of View
4.7.B . . . demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	Close Reading: Comparing Topics and Themes in Stories  Analyzing Accounts of the Same Topic  Comparing Story Topics and Themes  Comparing Patterns of Events
4.7.B write responses that demonstrate understanding of texts, including . . . ideas across a variety of sources;	Integrating Information

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
<p>4.7.C use text evidence to support an appropriate response;</p>	<p>Close Reading: Determining the Theme of a Poem</p> <p>Close Reading: Describing Characters in Plays</p> <p>Close Reading: Describing Settings and Events in Stories</p> <p>Close Reading: Supporting Inferences About Informational Texts</p> <p>Inferences About Informational Texts</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Informational Texts</p> <p>Identifying Central Idea</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Literature</p> <p>Understanding Technical Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Evaluating Arguments in an Informational Text  Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts
4.7.D . . . summarize texts in ways that maintain meaning . . .	Close Reading: Summarizing Informational Texts  Close Reading: Summarizing Literary Texts  Summarizing Informational Text  Summarizing Literary Text
4.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	Close Reading: Determining the Theme of a Story*  Close Reading: Determining the Theme of a Poem*  Close Reading: Finding Main Ideas and Details*  Theme of a Poem*
4.7.F . . . [use] newly acquired vocabulary as appropriate; and	Determine Word Meanings Using Context Clues 1  Determine Word Meanings Using Prefixes over- and under-  Determine Word Meanings Using Roots port and struct  Determine the Meanings of Related Words in a Word Family: identify and attach

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Determine Word Meanings Using Context Clues 2</p> <p>Determine Word Meanings Using Context Clues 3</p> <p>Determine Word Meanings Using Prefixes trans- and de-</p> <p>Determine Word Meanings Using Suffixes -ive and -age</p> <p>Determine Word Meanings Using Roots aud and spect</p> <p>Determine the Meanings of Related Words in a Word Family: create and inform</p> <p>Determine Word Meanings Using Context Clues 4</p> <p>Determine Word Meanings Using Prefixes il-/ir- and fore-</p> <p>Determine Word Meanings Using Context Clues 5</p> <p>Determine the Meanings of Related Words in a Word Family: distinct and depend</p>
<p>4.7.F respond using newly acquired vocabulary as appropriate; and</p>	<p>Close Reading: Elements of Plays*</p> <p>Elements of Poetry*</p> <p>Elements of Plays*</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
4.7.G discuss specific ideas in the text that are important to the meaning.	Close Reading: Determining the Theme of a Story*  Close Reading: Determining the Theme of a Poem*  Theme of a Poem*
4.8.A infer basic themes supported by text evidence;	Close Reading: Determining the Theme of a Story*  Close Reading: Determining the Theme of a Poem  Close Reading: Supporting Inferences About Informational Texts*  Close Reading: Summarizing Literary Texts*  Finding the Theme of a Story  Theme of a Poem*  Summarizing Literary Text*
4.8.B explain . . . characters and the changes they undergo;	Close Reading: Finding the Theme of a Story  Theme of a Story
4.8.B explain the interactions of the characters . . .	Close Reading: Comparing and Contrasting Characters in Drama  Comparing and Contrasting Settings and Events
4.8.B explain the interactions of the characters and the changes they undergo;	Close Reading: Describing Characters in Plays*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Describing Characters*
4.8.C analyze plot elements . . .	Close Reading: Describing Settings and Events in Stories
4.8.C analyze plot elements, including the rising action, climax, falling action, and resolution; and	Close Reading: Describing Characters in Plays*  Describing Settings and Events*
4.8.D explain the influence of the setting, including historical and cultural settings, on the plot.	Close Reading: Describing Settings and Events in Stories*  Describing Settings and Events*
4.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	Close Reading: Comparing Topics and Themes in Stories  Comparing Story Topics and Themes  Comparing Patterns of Events
4.9.B explain figurative language such as simile, metaphor, and personification . . .	Understanding Literal and Non-Literal Language
4.9.C explain structure in drama such as character tags, acts, scenes, and stage directions;	Close Reading: Elements of Plays*  Elements of Plays*
4.9.D.i recognize characteristics and structures of informational text, including: . . . supporting evidence;	Close Reading: Understanding Technical Texts  Close Reading: Understanding Historical Texts  Understanding Technical Texts  Understanding Scientific Texts  Understanding Historical Texts

*\*This lesson is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***


**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
4.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;	Close Reading: Finding Main Ideas and Details  Close Reading: Summarizing Informational Texts  Identifying Central Idea  Summarizing Informational Text
4.9.D.ii recognize characteristics and structures of informational text, including: features such as . . . diagrams to support understanding; and	Close Reading: Interpreting Visual Information  Interpreting Visual Information
4.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns . . .	Close Reading: Text Structures: Chronology and Problem-Solution  Text Structures, Part 2
4.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast;	Close Reading: Text Structures: Cause-Effect and Compare-Contrast  Text Structures, Part 1
4.9.E.i identifying the claim;	Evaluating Arguments in an Informational Text
4.9.E.ii explaining how the author has used facts for an argument; and	Evaluating Arguments in an Informational Text
4.9.E.ii recognize characteristics and structures of argumentative text by: explaining how the author has used facts for an argument; and	Close Reading: Explaining an Author's Reasons and Evidence*
4.9.E.iii recognize characteristics and structures of argumentative text by: identifying the intended audience or reader; and	Close Reading: Explaining an Author's Reasons and Evidence*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 4 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
4.9.F recognize characteristics of multimodal and digital texts.	Close Reading: Finding Information from Multiple Sources
4.10.A explain the author's . . . message within a text;	Close Reading: Determining the Theme of a Story  Close Reading: Determining the Theme of a Poem  Theme of a Poem
4.10.A explain the author's purpose . . . within a text;	Close Reading: Explaining an Author's Reasons and Evidence
4.10.B explain how the use of text structure contributes to the author's purpose;	Close Reading: Elements of Poetry  Close Reading: Elements of Plays*  Close Reading: Text Structures: Cause-Effect and Compare-Contrast*  Close Reading: Text Structures: Chronology and Problem-Solution*  Understanding Technical Texts*  Elements of Poetry*  Elements of Plays*  Comparing Poems and Prose*  Text Structures, Part 1*  Text Structures, Part 2*
4.10.C analyze the author's use of . . . graphic features to achieve specific purposes;	Connecting Words and Pictures in Stories

*\*This lesson is related to the aligned standard*




*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 4 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Close Reading: Interpreting Visual Information  Interpreting Visual Information  Close Reading: Analyzing Visual Elements in Literary Texts
4.10.D describe how the author's use of . . . sound devices such as alliteration and assonance achieves specific purposes;	Close Reading: Describe Sound and Meaning in Stories
4.10.E identify and understand the use of literary devices, including first- or third-person point of view;	Compare and Contrast Point of View
4.13.C identify and gather relevant information . . .	Close Reading: Interpreting Visual Information  Interpreting Visual Information
4.13.C identify and gather relevant information from a variety of sources;	Close Reading: Integrating Information from Two Sources  Integrating Information
4.13.D identify primary and secondary sources;	Analyzing Accounts of the Same Topic
4.13.E demonstrate understanding of information gathered;	Close Reading: Interpreting Visual Information  Close Reading: Integrating Information from Two Sources  Interpreting Visual Information  Integrating Information


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 5**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
<p>5.3.A use . . . digital resources to determine meaning . . . [and] pronunciation . . .</p>	<p>Determine Word Meanings Using Prefixes inter- and anti-</p> <p>Determine Word Meanings Using Suffixes -al and -ity</p> <p>Determine Word Meanings Using Roots scrib/scrip and phon</p> <p>Determine the Meanings of Related Words in a Word Family: respond and construct</p> <p>Determine Word Meanings Using Prefixes multi- and semi-</p> <p>Determine Word Meanings Using Suffixes -ian and -ious</p> <p>Determine Word Meanings Using Roots meter/mettr and ped</p> <p>Determine the Meanings of Related Words in a Word Family: state and legal</p> <p>Determine Word Meanings Using Roots dict and mit/miss</p> <p>Determine the Meanings of Related Words in a Word Family: achieve and rely</p>
<p>5.3.B use context . . . to determine the relevant meaning of . . . multiple-meaning words;</p>	<p>Determining Word Meaning Using Context Clues</p>
<p>5.3.B use context . . . to determine the relevant meaning of unfamiliar words . . .</p>	<p>Determine Word Meanings Using Context Clues 1</p>


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Determine Word Meanings Using Context Clues 2</p> <p>Determine Word Meanings Using Context Clues 3</p> <p>Determine Word Meanings Using Context Clues 4</p> <p>Unfamiliar Words</p>
<p>5.3.C identify the meaning of . . . words with . . . roots . . .</p>	<p>Determine Word Meanings Using Roots scrib/scrip and phon</p> <p>Determine Word Meanings Using Roots meter/mettr and ped</p> <p>Determine Word Meanings Using Roots dict and mit/miss</p>
<p>5.3.C identify the meaning of . . . words with affixes . . . and roots . . .</p>	<p>Determine the Meanings of Related Words in a Word Family: respond and construct</p> <p>Determine the Meanings of Related Words in a Word Family: state and legal</p> <p>Determine the Meanings of Related Words in a Word Family: achieve and rely</p>
<p>5.3.C identify the meaning of . . . words with affixes. . .</p>	<p>Determine Word Meanings Using Prefixes inter- and anti-</p> <p>Determine Word Meanings Using Suffixes -al and -ity</p> <p>Determine Word Meanings Using Prefixes multi- and semi-</p>

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Determine Word Meanings Using Suffixes -ian and -ious
5.6.E make connections to . . . ideas in other texts . . .	Close Reading: Text Structures: Chronology and Problem-Solution  Close Reading: Compare and Contrast Stories in the Same Genre  Analyzing Accounts of the Same Topic  Comparing Text Structures, Part 1  Comparing Text Structures, Part 2  Comparing and Contrasting Stories in the Same Genre  Integrating Information
5.6.F . . . use evidence to support understanding;	Close Reading: Finding Main Ideas and Details  Close Reading: Comparing and Contrasting Settings and Events  Using Details to Explain Ideas in an Informational Text  Understanding Historical Texts  Analyzing Accounts of the Same Topic
5.6.F make inferences and use evidence to support understanding;	Close Reading: Using Details to Support Inferences  Close Reading: Comparing and Contrasting Characters in Drama


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Close Reading: Summarizing Informational Texts</p> <p>Close Reading: Inferences About Literary Text</p> <p>Inferences about Informational Text</p> <p>Using Details to Support Inferences in a Literary Text</p> <p>Inferences About Literary Text</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Literary Texts</p> <p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literature</p>


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
5.6.G . . . determine key ideas;	<p>Building Sentence Comprehension: Replaced Words and Ideas in Literary Texts</p> <p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literature</p>
5.6.G evaluate details read to determine key ideas;	<p>Close Reading: Summarizing Literary Texts</p> <p>Close Reading: Finding the Theme of a Poem</p> <p>Close Reading: Finding the Theme of a Story</p> <p>Close Reading: Finding Main Ideas and Details</p> <p>Close Reading: Summarizing Informational Texts</p>

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Using Details to Explain Ideas in an Informational Text</p> <p>Identifying Central Idea</p> <p>Summarizing Informational Texts</p> <p>Theme of a Story</p> <p>Theme of a Poem</p> <p>Understanding Historical Texts*</p> <p>Analyzing Accounts of the Same Topic</p>
<p>5.6.H synthesize information to create new understanding; and</p>	<p>Close Reading: Analyzing Visual Elements in Literary Texts</p> <p>Close Reading: Finding Information from Multiple Sources</p> <p>Integrating Information</p>
<p>5.7.B . . . demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>	<p>Close Reading: Text Structures: Cause-Effect and Compare-Contrast</p> <p>Close Reading: Text Structures: Chronology and Problem-Solution</p> <p>Close Reading: Compare and Contrast Stories in the Same Genre</p> <p>Comparing Text Structures, Part 1</p> <p>Comparing Text Structures, Part 2</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 5 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Comparing and Contrasting Stories in the Same Genre
5.7.C use text evidence to support an appropriate response;	<p>Close Reading: Using Details to Support Inferences</p> <p>Close Reading: Finding the Theme of a Story</p> <p>Close Reading: Finding Main Ideas and Details</p> <p>Close Reading: Comparing and Contrasting Characters in Drama</p> <p>Close Reading: Comparing and Contrasting Settings and Events</p> <p>Close Reading: Summarizing Informational Texts</p> <p>Close Reading: Inferences About Literary Text</p> <p>Using Details to Explain Ideas in an Informational Text</p> <p>Inferences about Informational Text</p> <p>Using Details to Support Inferences in a Literary Text</p> <p>Inferences About Literary Text</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Literary Texts</p>

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Understanding Historical Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Comparing and Contrasting Characters</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Analyzing Accounts of the Same Topic</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Understanding Supporting Evidence</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literature</p> <p>Integrating Information</p>
<p>5.7.D . . . summarize texts in ways that maintain meaning . . .</p>	<p>Close Reading: Summarizing Literary Texts</p> <p>Close Reading: Summarizing Informational Texts</p> <p>Identifying Central Idea</p> <p>Summarizing Informational Texts</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
5.7.D . . . summarize texts in ways that maintain meaning and logical order;	Summarizing a Story
5.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	Close Reading: Finding the Theme of a Poem*  Close Reading: Finding the Theme of a Story*  Close Reading: Finding Main Ideas and Details*  Theme of a Story*  Theme of a Poem*
5.7.F . . . [use] newly acquired vocabulary as appropriate; and	Determine Word Meanings Using Context Clues 1  Determine Word Meanings Using Prefixes inter- and anti-  Determine Word Meanings Using Suffixes -al and -ity  Determine Word Meanings Using Roots scrib/scrip and phon  Determine the Meanings of Related Words in a Word Family: respond and construct  Determine Word Meanings Using Context Clues 2  Determine Word Meanings Using Context Clues 3

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Determine Word Meanings Using Prefixes multi- and semi-</p> <p>Determine Word Meanings Using Suffixes -ian and -ious</p> <p>Determine Word Meanings Using Roots meter/mettr and ped</p> <p>Determine the Meanings of Related Words in a Word Family: state and legal</p> <p>Determine Word Meanings Using Context Clues 4</p> <p>Determine Word Meanings Using Roots dict and mit/miss</p> <p>Determine the Meanings of Related Words in a Word Family: achieve and rely</p>
<p>5.7.G discuss specific ideas in the text that are important to the meaning.</p>	<p>Close Reading: Finding the Theme of a Poem*</p> <p>Close Reading: Finding the Theme of a Story*</p> <p>Close Reading: Analyzing Visual Elements in Literary Texts*</p> <p>Theme of a Story*</p> <p>Theme of a Poem*</p>
<p>5.8.A infer multiple themes within a text using text evidence;</p>	<p>Close Reading: Finding the Theme of a Poem*</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Close Reading: Finding the Theme of a Story*  Theme of a Story*  Theme of a Poem*
5.8.B analyze the relationships of and conflicts among the characters;	Close Reading: Summarizing Literary Texts*  Close Reading: Finding the Theme of a Story*  Close Reading: Comparing and Contrasting Characters in Drama*  Theme of a Story*  Comparing and Contrasting Characters
5.8.C analyze plot elements, including rising action, climax, falling action, and resolution; and	Summarizing a Story*
5.8.D analyze the influence of the setting, including historical and cultural settings, on the plot.	Close Reading: Comparing Topics and Themes in Stories*  Comparing Story Topics and Themes*  Comparing Patterns of Events*  Close Reading: Comparing and Contrasting Settings and Events*
5.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	Close Reading: Comparing Topics and Themes in Stories  Comparing Story Topics and Themes

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Comparing Patterns of Events  Close Reading: Compare and Contrast Stories in the Same Genre*  Comparing and Contrasting Stories in the Same Genre*
5.9.B explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;	Close Reading: Finding the Theme of a Poem*  Close Reading: Language and Meaning*  Determine Word Meanings Using Context Clues 3*  Theme of a Poem*  Figurative Language*  Determine the Meaning of Figurative Language*
5.9.C explain structure in drama such as . . . scenes . . .	Close Reading: Understanding Structure in Drama  Structure in Drama  Analyzing Play Structure
5.9.C explain structure in drama such as . . . stage directions;	Close Reading: Elements of Plays
5.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;	Close Reading: Finding Main Ideas and Details  Close Reading: Summarizing Informational Texts

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Close Reading: Understand Supporting Evidence  Identifying Central Idea  Summarizing Informational Texts
5.9.D.ii recognize characteristics and structures of informational text, including: features . . . to support understanding; and	Close Reading: Finding Information from Multiple Sources
5.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns . . .	Close Reading: Text Structures: Cause-Effect and Compare-Contrast  Comparing Text Structures, Part 2
5.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as logical order . . .	Close Reading: Text Structures: Chronology and Problem-Solution  Comparing Text Structures, Part 1
5.9.E.i recognize characteristics and structures of argumentative text by: identifying the claim;	Understanding Supporting Evidence
5.9.E.ii recognize characteristics and structures of argumentative text by: explaining how the author has used facts for . . . an argument; and	Understanding Supporting Evidence
5.9.E.ii recognize characteristics and structures of argumentative text by: explaining how the author has used facts for or against an argument; and	Close Reading: Understand Supporting Evidence*
5.9.F recognize characteristics of multimodal and digital texts.	Close Reading: Finding Information from Multiple Sources
5.10.A explain the author's . . . message within a text;	Close Reading: Finding the Theme of a Poem  Theme of a Poem

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 5 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
<p>5.10.B analyze how the use of text structure contributes to the author's purpose;</p>	<p>Close Reading: Understanding Structure in Poetry*</p> <p>Close Reading: Understanding Structure in Stories*</p> <p>Close Reading: Understanding Structure in Drama*</p> <p>Close Reading: Analyzing Visual Elements in Literary Texts*</p> <p>Close Reading: Text Structures: Cause-Effect and Compare-Contrast*</p> <p>Close Reading: Text Structures: Chronology and Problem-Solution*</p> <p>Structure in Drama*</p> <p>Comparing Text Structures, Part 1*</p> <p>Comparing Text Structures, Part 2*</p>
<p>5.10.C analyze the author's use of . . . graphic features to achieve specific purposes;</p>	<p>Close Reading: Interpreting Visual Information</p> <p>Interpreting Visual Information</p> <p>Close Reading: Analyzing Visual Elements in Literary Texts</p>
<p>5.10.D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;</p>	<p>Close Reading: Language and Meaning*</p> <p>Determine Word Meanings Using Context Clues 3*</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 5 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Determine the Meaning of Figurative Language*
5.10.E identify and understand the use of literary devices, including . . . point of view;	Understanding Perspective in Literature
5.13.C . . . gather relevant information from a variety of sources;	Integrating Information
5.13.C identify and gather relevant information from a variety of sources;	Close Reading: Finding Information from Multiple Sources
5.13.E demonstrate understanding of information gathered;	Close Reading: Finding Information from Multiple Sources  Integrating Information

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 6**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
<p>6.2 Developing and sustaining foundational language skills: . . . reading . . . and thinking--vocabulary. The student uses newly acquired vocabulary . . .</p>	<p>Vocabulary about Being Brave: Preview 1</p> <p>Vocabulary about Being Brave: Preview 2</p> <p>Vocabulary about Being Brave: Assess</p> <p>Vocabulary about the Mind and Body: Preview 1</p> <p>Vocabulary about the Mind and Body: Preview 2</p> <p>Vocabulary about the Mind and Body: Assess</p> <p>Vocabulary about Making a Difference: Preview 1</p> <p>Vocabulary about Making a Difference: Preview 2</p> <p>Vocabulary about Making a Difference: Assess</p> <p>Vocabulary about Inventions: Preview 1</p> <p>Vocabulary about Inventions: Preview 2</p> <p>Vocabulary about Inventions: Assess</p> <p>Vocabulary about Speaking Up: Preview 1</p> <p>Vocabulary about Speaking Up: Preview 2</p> <p>Vocabulary about Speaking Up: Assess</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Vocabulary about Cultural Connections: Preview 1  Vocabulary about Cultural Connections: Preview 2  Vocabulary about Cultural Connections: Assess
6.2.A use print or digital resources to determine the meaning, . . . pronunciation, . . . and part of speech;	Vocabulary about Being Brave: Preview 1  Vocabulary about Being Brave: Preview 2  Vocabulary about Being Brave: Assess  Vocabulary about the Mind and Body: Preview 1  Vocabulary about the Mind and Body: Preview 2  Vocabulary about the Mind and Body: Assess  Vocabulary about Making a Difference: Preview 1  Vocabulary about Making a Difference: Preview 2  Vocabulary about Making a Difference: Assess  Vocabulary about Inventions: Preview 1  Vocabulary about Inventions: Preview 2

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Vocabulary about Inventions: Assess  Vocabulary about Speaking Up: Preview 1  Vocabulary about Speaking Up: Preview 2  Vocabulary about Speaking Up: Assess  Vocabulary about Cultural Connections: Preview 1  Vocabulary about Cultural Connections: Preview 2  Vocabulary about Cultural Connections: Assess  Using Print and Digital Reference Guides to Determine Word Meanings
6.2.B . . . clarify the meaning of words; and	Using Print and Digital Reference Guides to Determine Word Meanings
6.2.B use context such as . . . analogy . . . to clarify the meaning of words; and	Understanding the Relationship Between Words
6.2.B use context such as definition . . . and examples to clarify the meaning of words; and	Determining Word Meaning Using Context Clues
6.2.B use context such as definition, analogy, and examples to clarify the meaning of words; and	Vocabulary about Being Brave: Preview 1  Vocabulary about Being Brave: Preview 2  Vocabulary about Being Brave: Assess  Vocabulary about the Mind and Body: Preview 1

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about the Mind and Body: Preview 2</p> <p>Vocabulary about the Mind and Body: Assess</p> <p>Vocabulary about Making a Difference: Preview 1</p> <p>Vocabulary about Making a Difference: Preview 2</p> <p>Vocabulary about Making a Difference: Assess</p> <p>Vocabulary about Inventions: Preview 1</p> <p>Vocabulary about Inventions: Preview 2</p> <p>Identifying Word Meaning*</p> <p>Vocabulary about Inventions: Assess</p> <p>Vocabulary about Speaking Up: Preview 1</p> <p>Vocabulary about Speaking Up: Preview 2</p> <p>Vocabulary about Speaking Up: Assess</p> <p>Vocabulary about Cultural Connections: Preview 1</p> <p>Vocabulary about Cultural Connections: Preview 2</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Vocabulary about Cultural Connections: Assess
6.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as . . . man . . . [and] script . . .	Determining Word Meaning Using Greek and Latin Roots and Affixes
6.2.C determine the meaning and usage of grade-level academic English words derived from Greek [or] Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.	Vocabulary about Being Brave: Preview 1 Vocabulary about Being Brave: Preview 2 Vocabulary about Being Brave: Assess Vocabulary about the Mind and Body: Preview 1 Vocabulary about the Mind and Body: Preview 2 Vocabulary about the Mind and Body: Assess Vocabulary about Making a Difference: Preview 1 Vocabulary about Making a Difference: Preview 2 Vocabulary about Making a Difference: Assess Vocabulary about Inventions: Preview 1 Vocabulary about Inventions: Preview 2 Vocabulary about Speaking Up: Preview 1

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Vocabulary about Speaking Up: Preview 2  Vocabulary about Cultural Connections: Preview 1  Vocabulary about Cultural Connections: Preview 2
6.5.E make connections to . . . ideas in other texts . . .	Comparing and Contrasting Story Genres  Comparing Stories and Poems  Comparing an Autobiography to a Biography
6.5.F make inferences and use evidence to support understanding;	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts  Supporting Inferences: Literary Text  Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts  Supporting Inferences: Informational Text  Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts  Identifying the Theme  Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Solving Problems Together</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Youths Solving Problems</p> <p>Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Technology and the Body</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Grandparents</p> <p>Building Sentence Comprehension: Understanding Informational Texts About How Your Mind Works</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Getting Involved</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Building Sentence Comprehension: Understanding Literary Texts About Identity
6.5.G evaluate details read to determine key ideas;	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts  Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts  Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts  Identifying the Theme  Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts*  Identifying the Central Idea  Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts  Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts*  Building Sentence Comprehension: Understanding Literary Texts About Solving Problems Together

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Understanding Literary Texts About Family*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Youths Solving Problems</p> <p>Analyzing Development of Events*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Technology and the Body</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Grandparents*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About How Your Mind Works*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Getting Involved*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Identity*</p>
6.6.B . . . demonstrate understanding of texts, including comparing sources . . .	Comparing Stories and Poems

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
6.6.B . . . demonstrate understanding of texts, including comparing sources . . . across genres;	Comparing and Contrasting Story Genres  Comparing an Autobiography to a Biography
6.6.C use text evidence to support an appropriate response;	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts  Supporting Inferences: Literary Text  Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts  Supporting Inferences: Informational Text  Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts  Identifying the Theme  Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts  Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts  Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts  Building Sentence Comprehension: Understanding Literary Texts About Solving Problems Together

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Understanding Literary Texts About Family</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Youths Solving Problems</p> <p>Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Technology and the Body</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Grandparents</p> <p>Building Sentence Comprehension: Understanding Informational Texts About How Your Mind Works</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Getting Involved</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Identity</p>
6.6.D . . . summarize texts in ways that maintain meaning . . .	Summarizing: Literary Text
6.6.D . . . summarize texts in ways that maintain meaning and logical order;	Summarizing: Informational Text

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
6.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;	Identifying the Theme*
6.6.F . . . [use] newly acquired vocabulary as appropriate;	Determining Word Meaning Using Context Clues
6.6.F respond using newly acquired vocabulary as appropriate;	Vocabulary about Being Brave: Preview 1  Vocabulary about Being Brave: Preview 2  Vocabulary about Being Brave: Assess  Vocabulary about the Mind and Body: Preview 1  Vocabulary about the Mind and Body: Preview 2  Vocabulary about the Mind and Body: Assess  Vocabulary about Making a Difference: Preview 1  Vocabulary about Making a Difference: Preview 2  Vocabulary about Making a Difference: Assess  Vocabulary about Inventions: Preview 1  Vocabulary about Inventions: Preview 2  Vocabulary about Inventions: Assess

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about Speaking Up: Preview 1</p> <p>Vocabulary about Speaking Up: Preview 2</p> <p>Vocabulary about Speaking Up: Assess</p> <p>Vocabulary about Cultural Connections: Preview 1</p> <p>Vocabulary about Cultural Connections: Preview 2</p> <p>Vocabulary about Cultural Connections: Assess</p> <p>Understanding the Relationship Between Words</p>
<p>6.6.G discuss and write about the explicit or implicit meanings of text;</p>	<p>Supporting Inferences: Literary Text*</p> <p>Supporting Inferences: Informational Text*</p> <p>Identifying the Theme*</p> <p>Identifying Word Meaning*</p>
<p>6.6.H respond orally or in writing with appropriate . . . vocabulary . . .</p>	<p>Vocabulary about Being Brave: Preview 1</p> <p>Vocabulary about Being Brave: Preview 2</p> <p>Vocabulary about Being Brave: Assess</p> <p>Vocabulary about the Mind and Body: Preview 1</p> <p>Vocabulary about the Mind and Body: Preview 2</p>

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about the Mind and Body: Assess</p> <p>Vocabulary about Making a Difference: Preview 1</p> <p>Vocabulary about Making a Difference: Preview 2</p> <p>Vocabulary about Making a Difference: Assess</p> <p>Vocabulary about Inventions: Preview 1</p> <p>Vocabulary about Inventions: Preview 2</p> <p>Vocabulary about Inventions: Assess</p> <p>Vocabulary about Speaking Up: Preview 1</p> <p>Vocabulary about Speaking Up: Preview 2</p> <p>Vocabulary about Speaking Up: Assess</p> <p>Vocabulary about Cultural Connections: Preview 1</p> <p>Vocabulary about Cultural Connections: Preview 2</p> <p>Vocabulary about Cultural Connections: Assess</p> <p>Understanding the Relationship Between Words</p>

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 6 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
6.6.H respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	Determining Word Meaning Using Context Clues*
6.7.A infer multiple themes within and across texts using text evidence;	Identifying the Theme*
6.7.B analyze how the characters' internal and external responses develop the plot;	Analyzing Character Development*
6.7.C analyze plot elements, including rising action, climax, falling action, [and] resolution . . .	Analyzing Plot Development
6.8.A demonstrate knowledge of literary genres such as . . . historical fiction . . .	Comparing and Contrasting Story Genres
6.8.B analyze the effect of . . . structural elements . . . in poems . . .	Close Reading: Understanding Structure in Poetry  Analyzing Poetry Structure  Analyzing Poetic Elements and Structure
6.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;	Identifying the Central Idea  Analyzing Development of Individuals  Analyzing Cause and Effect Text Structure*  Analyzing Chronological Text Structure*
6.8.D.iii analyze characteristics and structural elements of informational text, including: organizational patterns . . .	Analyzing Compare and Contrast Text Structure  Analyzing Cause and Effect Text Structure  Analyzing Chronological Text Structure
6.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim;	Evaluating Arguments

*\*This lesson is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***

**Grade 6 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
6.8.E.ii analyze characteristics and structures of argumentative text by: explaining how the author uses various types of evidence to support the argument;	Evaluating Arguments
6.9.A explain the author's . . . message within a text;	Identifying the Theme
6.9.A explain the author's purpose and message within a text;	Determining Author's Purpose
6.9.B analyze how the use of text structure contributes to the author's purpose;	Analyzing Problem and Solution Text Structure  Analyzing Compare and Contrast Text Structure  Analyzing Cause and Effect Text Structure  Analyzing Chronological Text Structure  Analyzing Poetry Structure
6.9.C analyze the author's use of . . . graphic features to achieve specific purposes;	Analyzing Development of Individuals
6.9.C analyze the author's use of print and graphic features to achieve specific purposes;	Analyzing Development of Events*
6.9.E identify the use of literary devices, including . . . point of view . . .	Exploring Narrative Point of View
6.9.F analyze how the author's use of language contributes to mood and voice; and	Analyzing Word Choice

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 7**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
<p>7.2 Developing and sustaining foundational language skills: . . . reading . . . and thinking--vocabulary. The student uses newly acquired vocabulary . . .</p>	<p>Vocabulary about Protecting Nature: Preview 1</p> <p>Vocabulary about Protecting Nature: Preview 2</p> <p>Vocabulary about Protecting Nature: Assess</p> <p>Vocabulary about Improving the World: Preview 1</p> <p>Vocabulary about Improving the World: Preview 2</p> <p>Vocabulary about Improving the World: Assess</p> <p>Vocabulary about Seaside Life: Preview 1</p> <p>Vocabulary about Seaside Life: Preview 2</p> <p>Vocabulary about Seaside Life: Assess</p> <p>Vocabulary about Scientific Problem-Solving: Preview 1</p> <p>Vocabulary about Scientific Problem-Solving: Preview 2</p> <p>Vocabulary about Scientific Problem-Solving: Assess</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about Sports: Assess</p> <p>Vocabulary about Truths and Untruths: Preview 1</p> <p>Vocabulary about Truths and Untruths: Preview 2</p> <p>Vocabulary about Truths and Untruths: Assess</p>
<p>7.2.A use print or digital resources to determine the meaning, . . . pronunciation, . . . and part of speech;</p>	<p>Vocabulary about Protecting Nature: Preview 1</p> <p>Vocabulary about Protecting Nature: Preview 2</p> <p>Vocabulary about Protecting Nature: Assess</p> <p>Vocabulary about Improving the World: Preview 1</p> <p>Vocabulary about Improving the World: Preview 2</p> <p>Vocabulary about Improving the World: Assess</p> <p>Vocabulary about Seaside Life: Preview 1</p> <p>Vocabulary about Seaside Life: Preview 2</p> <p>Vocabulary about Seaside Life: Assess</p> <p>Vocabulary about Scientific Problem-Solving: Preview 1</p>

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about Scientific Problem-Solving: Preview 2</p> <p>Vocabulary about Scientific Problem-Solving: Assess</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p> <p>Vocabulary about Sports: Assess</p> <p>Vocabulary about Truths and Untruths: Preview 1</p> <p>Vocabulary about Truths and Untruths: Preview 2</p> <p>Vocabulary about Truths and Untruths: Assess</p> <p>Determining Word Meaning Using Context Clues</p>
<p>7.2.B use context . . . to clarify the meaning of words; and</p>	<p>Understanding the Relationship Between Words</p>
<p>7.2.B use context such as contrast . . . to clarify the meaning of words; and</p>	<p>Determining Word Meaning Using Context Clues</p>
<p>7.2.B use context such as contrast or cause and effect to clarify the meaning of words; and</p>	<p>Vocabulary about Protecting Nature: Preview 1</p> <p>Vocabulary about Protecting Nature: Preview 2</p> <p>Vocabulary about Protecting Nature: Assess</p>

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about Improving the World: Preview 1</p> <p>Vocabulary about Improving the World: Preview 2</p> <p>Vocabulary about Improving the World: Assess</p> <p>Vocabulary about Seaside Life: Preview 1</p> <p>Vocabulary about Seaside Life: Preview 2</p> <p>Determining Word Meaning: Literary Text*</p> <p>Vocabulary about Seaside Life: Assess</p> <p>Determining Word Meaning: Informational Text*</p> <p>Vocabulary about Scientific Problem-Solving: Preview 1</p> <p>Vocabulary about Scientific Problem-Solving: Preview 2</p> <p>Vocabulary about Scientific Problem-Solving: Assess</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p> <p>Vocabulary about Sports: Assess</p>

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Vocabulary about Truths and Untruths: Preview 1  Vocabulary about Truths and Untruths: Preview 2  Vocabulary about Truths and Untruths: Assess
7.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots . . .	Using Greek and Latin Roots and Affixes
7.2.C determine the meaning and usage of grade-level academic English words derived from Greek [or] Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	Vocabulary about Protecting Nature: Preview 1  Vocabulary about Protecting Nature: Preview 2  Vocabulary about Protecting Nature: Assess  Vocabulary about Improving the World: Preview 1  Vocabulary about Improving the World: Preview 2  Vocabulary about Improving the World: Assess  Vocabulary about Seaside Life: Preview 1  Vocabulary about Seaside Life: Preview 2  Vocabulary about Scientific Problem-Solving: Preview 1

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Vocabulary about Scientific Problem-Solving: Preview 2  Vocabulary about Sports: Preview 1  Vocabulary about Sports: Preview 2  Vocabulary about Truths and Untruths: Preview 2
7.5.E make connections to . . . ideas in other texts . . .	Historical Fiction Versus Nonfiction  Comparing Texts on the Same Topic
7.5.F make inferences and use evidence to support understanding;	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts  Citing Evidence: Literary Text  Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts  Citing Evidence: Informational Text  Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts  Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts  Building Sentence Comprehension: Analyzing Sentence Parts in Literary Text

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Creative Solutions</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Helping Family</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Facing Challenges</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Preparing for Space</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Making Mistakes</p> <p>Building Sentence Comprehension: Understanding Informational Texts About the Olympics</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Dealing with Conflict</p>
<p>7.5.G evaluate details read to determine key ideas;</p>	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts*</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 7 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts*</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts*</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts*</p> <p>Analyzing Development of Central Ideas*</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Text*</p> <p>Summarizing: Literary Text</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts*</p> <p>Summarizing Social Studies Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Creative Solutions*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Helping Family*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Facing Challenges*</p>

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Understanding Informational Texts About Preparing for Space*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Making Mistakes*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About the Olympics*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Dealing with Conflict*</p>
<p>7.6.B . . . demonstrate understanding of texts, including comparing sources . . . across genres;</p>	<p>Historical Fiction Versus Nonfiction</p>
<p>7.6.C use text evidence to support an appropriate response;</p>	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts</p> <p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Citing Evidence: Informational Text</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p>

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Text</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Creative Solutions</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Helping Family</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Facing Challenges</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Preparing for Space</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Making Mistakes</p> <p>Building Sentence Comprehension: Understanding Informational Texts About the Olympics</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Dealing with Conflict</p>
7.6.D . . . summarize texts in ways that maintain meaning . . .	Summarizing: Literary Text


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Summarizing Social Studies Texts
7.6.F . . . [use] newly acquired vocabulary as appropriate;	Determining Word Meaning Using Context Clues  Understanding Connotative Meanings
7.6.F respond using newly acquired vocabulary as appropriate;	Vocabulary about Protecting Nature: Preview 1  Vocabulary about Protecting Nature: Preview 2  Vocabulary about Protecting Nature: Assess  Vocabulary about Improving the World: Preview 1  Vocabulary about Improving the World: Preview 2  Vocabulary about Improving the World: Assess  Vocabulary about Seaside Life: Preview 1  Vocabulary about Seaside Life: Preview 2  Vocabulary about Seaside Life: Assess  Vocabulary about Scientific Problem-Solving: Preview 1  Vocabulary about Scientific Problem-Solving: Preview 2

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about Scientific Problem-Solving: Assess</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p> <p>Vocabulary about Sports: Assess</p> <p>Vocabulary about Truths and Untruths: Preview 1</p> <p>Vocabulary about Truths and Untruths: Preview 2</p> <p>Vocabulary about Truths and Untruths: Assess</p> <p>Understanding the Relationship Between Words</p>
<p>7.6.G discuss and write about the explicit or implicit meanings of text;</p>	<p>Citing Evidence: Literary Text*</p> <p>Citing Evidence: Informational Text*</p> <p>Determining Word Meaning: Literary Text*</p> <p>Determining Word Meaning: Informational Text*</p>
<p>7.6.H respond orally or in writing with appropriate . . . vocabulary . . .</p>	<p>Vocabulary about Protecting Nature: Preview 1</p> <p>Vocabulary about Protecting Nature: Preview 2</p> <p>Vocabulary about Protecting Nature: Assess</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about Improving the World: Preview 1</p> <p>Vocabulary about Improving the World: Preview 2</p> <p>Vocabulary about Improving the World: Assess</p> <p>Vocabulary about Seaside Life: Preview 1</p> <p>Vocabulary about Seaside Life: Preview 2</p> <p>Vocabulary about Seaside Life: Assess</p> <p>Vocabulary about Scientific Problem-Solving: Preview 1</p> <p>Vocabulary about Scientific Problem-Solving: Preview 2</p> <p>Vocabulary about Scientific Problem-Solving: Assess</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p> <p>Vocabulary about Sports: Assess</p> <p>Vocabulary about Truths and Untruths: Preview 1</p> <p>Vocabulary about Truths and Untruths: Preview 2</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Vocabulary about Truths and Untruths: Assess  Understanding the Relationship Between Words
7.6.H respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	Determining Word Meaning Using Context Clues*  Understanding Connotative Meanings*
7.7.B analyze how characters' qualities influence events and resolution of the conflict;	Analyzing How Story Elements Interact*
7.7.D analyze how the setting influences character and plot development.	Analyzing How Story Elements Interact
7.8.A demonstrate knowledge of literary genres such as realistic fiction . . .	Historical Fiction Versus Nonfiction
7.8.B analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	Analyzing Poetic Elements and Structure*
7.8.C analyze how playwrights develop characters through dialogue. . .	Analyzing the Impact of Dialogue
7.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;	Analyzing Development of Central Ideas  Summarizing Social Studies Texts  Analyzing Informational Text Structure*
7.8.D.iii analyze characteristics and structural elements of informational text, including: organizational patterns . . .	Analyzing Informational Text Structure
7.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim;	Evaluating Arguments*

*\*This lesson is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***


**Grade 7 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
7.8.E.ii analyze characteristics and structures of argumentative text by: explaining how the author uses various types of evidence . . . to support the argument; and	Evaluating Arguments
7.8.E.ii analyze characteristics and structures of argumentative text by: explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	Determining Author's Purpose*  Comparing Texts on the Same Topic*
7.9.A explain the author's . . . message within a text;	Analyzing Development of a Theme
7.9.B analyze how the use of text structure contributes to the author's purpose;	Analyzing Poetic Elements and Structure  Analyzing Informational Text Structure
7.9.C analyze the author's use of . . . graphic features to achieve specific purposes;	Analyzing Development of Individuals
7.9.D describe . . . the author's use of figurative language . . .	Determining Word Meaning: Literary Text
7.9.E identify the use of literary devices, including . . . point of view;	Analyzing Narrative Point of View  Determining Author's Purpose
7.9.F analyze how the author's use of language contributes to mood . . . and tone; and	Determining Word Meaning: Informational Text
7.9.F analyze how the author's use of language contributes to mood, voice, and tone; and	Analyzing Word Choice  Understanding Connotative Meanings*
7.12.H.i examine sources for: reliability, credibility, and bias; and	Evaluating Arguments*
7.12.I display academic citations and use source materials ethically; and	Citing Evidence: Informational Text*

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 8**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
<p>8.2 Developing and sustaining foundational language skills: . . . reading . . . and thinking--vocabulary. The student uses newly acquired vocabulary . . .</p>	<p>Vocabulary about Creative Problem-Solving: Preview 1</p> <p>Vocabulary about Creative Problem-Solving: Preview 2</p> <p>Vocabulary about Creative Problem-Solving: Assess</p> <p>Vocabulary about Artistic Expressions: Preview 1</p> <p>Vocabulary about Artistic Expressions: Preview 2</p> <p>Vocabulary about Artistic Expressions: Assess</p> <p>Vocabulary about Family: Preview 1</p> <p>Vocabulary about Family: Preview 2</p> <p>Vocabulary about Family: Assess</p> <p>Vocabulary about Fun and Games: Preview 1</p> <p>Vocabulary about Fun and Games: Preview 2</p> <p>Vocabulary about Fun and Games: Assess</p> <p>Vocabulary about Family and Friends: Preview 1</p>

*\*This lesson is related to the aligned standard*




*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about Family and Friends: Preview 2</p> <p>Vocabulary about Family and Friends: Assess</p> <p>Vocabulary about Personalities: Preview 1</p> <p>Vocabulary about Personalities: Preview 2</p> <p>Vocabulary about Personalities: Assess</p>
<p>8.2.A use print or digital resources to determine the meaning, . . . pronunciation, . . . and part of speech;</p>	<p>Vocabulary about Creative Problem-Solving: Preview 1</p> <p>Vocabulary about Creative Problem-Solving: Preview 2</p> <p>Vocabulary about Creative Problem-Solving: Assess</p> <p>Vocabulary about Artistic Expressions: Preview 1</p> <p>Vocabulary about Artistic Expressions: Preview 2</p> <p>Vocabulary about Artistic Expressions: Assess</p> <p>Vocabulary about Family: Preview 1</p> <p>Vocabulary about Family: Preview 2</p> <p>Vocabulary about Family: Assess</p>

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about Fun and Games: Preview 1</p> <p>Vocabulary about Fun and Games: Preview 2</p> <p>Vocabulary about Fun and Games: Assess</p> <p>Vocabulary about Family and Friends: Preview 1</p> <p>Vocabulary about Family and Friends: Preview 2</p> <p>Vocabulary about Family and Friends: Assess</p> <p>Vocabulary about Personalities: Preview 1</p> <p>Vocabulary about Personalities: Preview 2</p> <p>Vocabulary about Personalities: Assess</p> <p>Determining Word Meaning from Context Clues</p>
<p>8.2.B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and</p>	<p>Vocabulary about Creative Problem-Solving: Preview 1</p> <p>Vocabulary about Creative Problem-Solving: Preview 2</p> <p>Vocabulary about Creative Problem-Solving: Assess</p> <p>Vocabulary about Artistic Expressions: Preview 1</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about Artistic Expressions: Preview 2</p> <p>Vocabulary about Artistic Expressions: Assess</p> <p>Vocabulary about Family: Preview 1</p> <p>Vocabulary about Family: Preview 2</p> <p>Analyzing Word Choice: Figurative Language*</p> <p>Vocabulary about Family: Assess</p> <p>Analyzing Word Choice: Connotations*</p> <p>Analyzing Word Choice: Informational Text*</p> <p>Vocabulary about Fun and Games: Preview 1</p> <p>Vocabulary about Fun and Games: Preview 2</p> <p>Vocabulary about Fun and Games: Assess</p> <p>Vocabulary about Family and Friends: Preview 1</p> <p>Vocabulary about Family and Friends: Preview 2</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Vocabulary about Family and Friends: Assess  Vocabulary about Personalities: Preview 1  Vocabulary about Personalities: Preview 2  Vocabulary about Personalities: Assess  Determining Word Meaning from Context Clues  Using Greek and Latin Roots and Affixes
8.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots . . .	Using Greek and Latin Roots and Affixes
8.2.C determine the meaning and usage of grade-level academic English words derived from Greek [or] Latin roots such as ast, qui, path, mand/mend, and duc.	Vocabulary about Creative Problem-Solving: Preview 1  Vocabulary about Creative Problem-Solving: Preview 2  Vocabulary about Creative Problem-Solving: Assess  Vocabulary about Artistic Expressions: Preview 1  Vocabulary about Artistic Expressions: Preview 2  Vocabulary about Artistic Expressions: Assess  Vocabulary about Family: Preview 1

*\*This lesson is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Vocabulary about Family: Preview 2  Vocabulary about Fun and Games: Preview 1  Vocabulary about Fun and Games: Preview 2  Vocabulary about Personalities: Preview 1  Vocabulary about Personalities: Preview 2  Vocabulary about Personalities: Assess
8.5.E make connections to . . . ideas in other texts . . .	Analyzing Traditional Elements in Modern Fiction  Analyzing Conflicting Information
8.5.F make inferences and use evidence to support understanding;	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts  Citing Evidence: Literary Text  Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts  Citing Evidence: Informational Text  Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Confidence</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Gaming</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family Histories</p> <p>Building Sentence Comprehension: Understanding Literary Texts Based on Traditional Myths</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Personality</p>
<p>8.5.G evaluate details read to determine key ideas;</p>	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts*</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts*</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts*</p> <p>Analyzing Development of a Theme, Part 1</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts*</p> <p>Analyzing Development of Central Ideas</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family*</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts*</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Confidence*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Gaming*</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 8 (continued)**


 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Understanding Literary Texts About Family Histories*</p> <p>Building Sentence Comprehension: Understanding Literary Texts Based on Traditional Myths*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Personality*</p>
8.6.B . . . demonstrate understanding of texts, including comparing sources . . . across genres;	Analyzing Traditional Elements in Modern Fiction
8.6.B . . . demonstrate understanding of texts, including comparing sources within . . . genres;	Analyzing Conflicting Information
8.6.C use text evidence to support an appropriate response;	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts</p> <p>Citing Evidence: Literary Text</p> <p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p>

*\*This lesson is related to the aligned standard*



*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Building Sentence Comprehension: Understanding Literary Texts About Family</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Confidence</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Gaming</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family Histories</p> <p>Building Sentence Comprehension: Understanding Literary Texts Based on Traditional Myths</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Personality</p>
8.6.D . . . summarize texts in ways that maintain meaning . . .	Summarizing: Literary Text
8.6.D . . . summarize texts in ways that maintain meaning and logical order;	Summarizing: Informational Text
8.6.F . . . [use] newly acquired vocabulary as appropriate;	Determining Word Meaning from Context Clues

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Understanding Connotative Meanings  Understanding Relationships Between Words
8.6.F respond using newly acquired vocabulary as appropriate;	Vocabulary about Creative Problem-Solving: Preview 1  Vocabulary about Creative Problem-Solving: Preview 2  Vocabulary about Creative Problem-Solving: Assess  Vocabulary about Artistic Expressions: Preview 1  Vocabulary about Artistic Expressions: Preview 2  Vocabulary about Artistic Expressions: Assess  Vocabulary about Family: Preview 1  Vocabulary about Family: Preview 2  Vocabulary about Family: Assess  Vocabulary about Fun and Games: Preview 1  Vocabulary about Fun and Games: Preview 2  Vocabulary about Fun and Games: Assess

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Vocabulary about Family and Friends: Preview 1  Vocabulary about Family and Friends: Preview 2  Vocabulary about Family and Friends: Assess  Vocabulary about Personalities: Preview 1  Vocabulary about Personalities: Preview 2  Vocabulary about Personalities: Assess
8.6.G discuss and write about the explicit or implicit meanings of text;	Citing Evidence: Literary Text*  Citing Evidence: Informational Text*  Analyzing Word Choice: Connotations*  Analyzing Word Choice: Informational Text*
8.6.H respond orally or in writing with appropriate . . . vocabulary . . .	Vocabulary about Creative Problem-Solving: Preview 1  Vocabulary about Creative Problem-Solving: Preview 2  Vocabulary about Creative Problem-Solving: Assess  Vocabulary about Artistic Expressions: Preview 1

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	<p>Vocabulary about Artistic Expressions: Preview 2</p> <p>Vocabulary about Artistic Expressions: Assess</p> <p>Vocabulary about Family: Preview 1</p> <p>Vocabulary about Family: Preview 2</p> <p>Vocabulary about Family: Assess</p> <p>Vocabulary about Fun and Games: Preview 1</p> <p>Vocabulary about Fun and Games: Preview 2</p> <p>Vocabulary about Fun and Games: Assess</p> <p>Vocabulary about Family and Friends: Preview 1</p> <p>Vocabulary about Family and Friends: Preview 2</p> <p>Vocabulary about Family and Friends: Assess</p> <p>Vocabulary about Personalities: Preview 1</p> <p>Vocabulary about Personalities: Preview 2</p> <p>Vocabulary about Personalities: Assess</p>

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
	Understanding Relationships Between Words
8.6.H respond orally or in writing with appropriate register, vocabulary, tone, and voice;	Determining Word Meaning from Context Clues*  Understanding Connotative Meanings*
8.6.J Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. defend or challenge the authors' claims using relevant text evidence.	Evaluating Arguments*
8.7.A analyze how themes are developed . . .	Analyzing Development of a Theme
8.7.A analyze how themes are developed through the interaction of characters and events;	Analyzing Development of a Theme, Part 1  Analyzing Plot and Characters*
8.7.B analyze how characters' motivations and behaviors influence events and resolution of the conflict;	Analyzing Character Development*  Analyzing Plot and Characters*
8.7.D explain how the setting influences the values and beliefs of characters.	Analyzing Development of a Theme, Part 1*
8.8.A demonstrate knowledge of literary genres . . .	Analyzing Traditional Elements in Modern Fiction
8.8.B analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	Comparing and Contrasting Poetic Structures*
8.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;	Analyzing Development of Central Ideas

*\*This lesson is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)***


**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
8.8.D.iii analyze characteristics and structural elements of informational text, including: multiple organizational patterns within a text to develop the thesis;	Analyzing Paragraph Structure
8.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim and analyzing the argument;	Determining Author's Purpose  Evaluating Arguments  Analyzing Conflicting Information*
8.8.E.ii analyze characteristics and structures of argumentative text by: identifying and explaining the counter argument; and	Determining Author's Purpose  Analyzing Conflicting Information*
8.9.A Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. explain the author's purpose and message within a text;	Analyzing Conflicting Information*
8.9.A explain the author's purpose and message within a text;	Determining Author's Purpose
8.9.B analyze how the use of text structure contributes to the author's purpose;	Comparing and Contrasting Poetic Structures  Analyzing Paragraph Structure
8.9.D describe how the author's use of figurative language . . . achieves specific purposes;	Analyzing Word Choice: Figurative Language  Analyzing Word Choice: Informational Text

*\*This lesson is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) to i-Ready Personalized Instruction (continued)*

**Grade 8 (continued)**

 <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>	<b>Aligned Lessons</b>
8.9.D describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	Understanding Connotative Meanings*
8.9.E identify and analyze the use of literary devices, including multiple points of view and irony;	Analyzing Perspective in Literature
8.9.F analyze how the author's use of language contributes to the . . . tone; and	Analyzing Word Choice: Connotations  Analyzing Word Choice: Informational Text  Understanding Connotative Meanings
8.9.F analyze how the author's use of language contributes to the mood . . . and tone; and	Analyzing Word Choice: Figurative Language
8.9.F analyze how the author's use of language contributes to the mood, voice, and tone; and	Analyzing Word Choice
8.9.G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	Analyzing Connections Between Individuals, Events, and Ideas*
8.12.H.i examine sources for: reliability, credibility, and bias, including omission; and	Evaluating Arguments*

*\*This lesson is related to the aligned standard*