

READING BENCHMARK DATA

TEK	OBJECTIVE	**LEE**	**MATHEW**	KEY NOTES	ASSIGNMENTS
4.2B	Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words. Readiness Standard			Context – the words, sentences, or passages that precede or follow a specific word, sentence, or passage Identify and use relationships among surrounding words, phrases, sentences, and paragraphs Use in-sentence examples Use definitions in the sentence Multiple meaning word – a word that has more than one meaning (e.g., trunk)	<u>Phonics/Word Study Flip Chart:</u> 1. “Vocabulary Words” page 3 2. “What Does It Mean” page 7 3. “Connotation and Denotation” page 9 4. “Sportscaster” page 13 5. “Context Clues” page 17 <u>Practice Book:</u> 1. Page 2 2. Page 11 3. Page 20 4. Page 29 5. Page 38 6. Page 47 7. Page 57 8. Page 62 9. Page 65 <u>Test Preparation and Practice:</u> 1. Pages 9-15 (context clues) 2. Pages 23-29 (multiple meanings)
4.2E	Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. Readiness Standard			Use guide words and/or knowledge of alphabetical order to locate words Use the given syllabication and the phonetic symbols to pronounce unknown words Read the definition(s) and determine the meaning of the word (using context as applicable) Syllabication – forming or dividing words into syllables Pronunciation – the manner in which someone utters a word	<u>Phonics/Word Study Flip Chart:</u> 1. “Word Origins” page 1 2. “Prefixes and Suffixes” page 11 3. “Prefixes” page 12 4. “Consonant Clusters” page 16 5. “Suffixes” page 20 <u>Practice Book:</u> 1. Page 35 2. Page 44 3. Page 46

READING BENCHMARK DATA

					4. Page 53 <u>Test Preparation and Practice:</u> 1. Pages 50-56 (roots and affixes)
4.3A	Summarize and explain the lesson or message of a work of fiction as its theme. Supporting Standard			Interpret the same meaning as the author's message Possible works of fiction: • Fable • Legend • Myth • Historical fiction • Realistic fiction Summarize – to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source. Theme – the central or universal idea of a piece of fiction or the main idea of a nonfiction essay. Themes are ideas or concepts that relate to morals and values and speak to the human experience. Possible examples of theme: • Good friends are important • Believe in yourself • Hard work leads to rewards	<u>Reading Genres: A Study Guide:</u> 1. Pages 1-4 <u>Interactive Read Aloud: (for small group mini lesson)</u> 1. Pages 31-34 (fiction) 2. Pages 14-16 (fable) 3. Pages 80-82 (legend) 4. Pages 86-89 (historical fiction) <u>Test Preparation and Practice:</u> 1. Pages 16-22 (theme) <u>Texas Treasures:</u> 1. "Ima and The Great Texas Ostrich Race" pages 478-495 - Answer "Summarize" and questions 1-5 on page 497 on drawing conclusions - Read and answer "Off to the Races" on page 496 on authors purpose *Less Reading—"Tony and Shadow" pages 476-477 - answer "Comprehension" bottom of page 477 2. "The Country Mouse and the Mouse" pages 408-409 - answer "Theme" on bottom of page 409 3. "Leahs Pony" pages 679-695

READING BENCHMARK DATA

					- answer "Summarize" and questions 1-5 on page 697
4.4A	Explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). Supporting Standard			Rhyme – identical or very similar recurring final sounds in words; in poetry, rhyming words may occur at the end of lines or within lines (may or may not have a particular pattern, such as every second and fourth line) Meter – the basic rhythmic structure in verse, composed of stressed and unstressed syllables. The movement of words in a poem. Meter stresses the number and patterns of syllables. It has a definite organization with certain lines containing a certain number of pronounced beats. Stanza – a visual (with space) division of a poem possibly characterized by meter, rhyme, and number of lines (i.e., couplet: a 2-line stanza; triplet: a 3-line stanza, quatrain: a 4-line stanza; quintet: a 5-line stanza, sestet: a 6-line stanza) Line break – the visual end of a line; may be used to emphasize rhythm and sound, create meaning and visual effects, and substitute punctuation Other possible structural elements include: • Patterns of verse – the regular or predictable arrangement of sections or lines of poetry Poetry forms include, but are not limited to: • Lyrical poetry – short poems expressing personal feelings and emotions that may be set to music and often involves the use of regular meter • Free verse – poetry composed of rhymed or unrhymed lines that have no set patterns. Free verse has a casual irregular rhythm similar to that of everyday speech. Other possible forms of poetry:	<u>Interactive Read Aloud: (for small group mini lesson)</u> 1. Pages 17-19 (rhythm) 2. Pages 28-30 (lyrical) 3. Pages 44-46 (pattern) 4. Pages 77-79 (pattern) <u>Texas Treasures:</u> "Brave New Heights" pages 528-529 - Answer questions 1-3 on page 529

READING BENCHMARK DATA

				• Narrative poetry – poetry that tells a story to entertain • Haiku – a Japanese poem composed of three lines (unrhymed). The first line and last line have five syllables. The middle line has seven syllables • Cinquain – a poem that has five lines that follow a distinct pattern • Quatrain – a poem or stanza consisting of four lines that follow a distinct pattern • Acrostic – a poem that uses the letters of the topic to begin in each line in the poem Note: Students are required to write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse). Refer to 4.16B. STAAR Note: Items associated with 4.4A may refer to the author's purpose in using particular structural elements and techniques.	
4.6A	Sequence and summarize the plot's main events and explain their influence on future events. Readiness Standard			Order events chronologically (possibly using a graphic organizer) Determine the main idea of a portion of the story Identify how an event affects the overall story (cause-effect) Identify important story elements including problem and solution Plot – the basic sequence of events in a story. In conventional stories, plot has three main parts: rising action, climax, and falling action. The plot includes the problem and solution. Summarize – to reduce large sections of text to their essential points and main ideas Note: It is still important to attribute summarized ideas to the original source.	<u>Practice Book:</u> 1. Page 12 2. Page 13 (The Adventures of Ali Baba Bernstein) 3. Page 39 4. Page 40 (Because of Winn Dixie) <u>Test Preparation and Practice:</u> 1. Pages 36-42 (summarize) 2. Pages 65-71 (plot and setting)

READING BENCHMARK DATA

				Note: Even though students are not required to know the specific plot elements (e.g., rising action, problem, climax, solution, falling action) in reading, students are required to write an imaginative story that builds a plot to a climax and contains details about the characters and setting. Refer to 4.16A for related writing standard.	
4.6B	Describe the interaction of characters including their relationships and the changes they undergo. Readiness Standard			Interactions include what characters do (actions) and/or say (dialogue) Possible examples of character changes: Intellectual, emotional, and physical change From beginning to end Changes in relationships Before an event and after an event in the plot Possible examples of relationships: ● Family ● Friend ● Enemy Interactions between characters may also reveal character thoughts/feelings, traits, motivations, and actions.	<u>Practice Book:</u> 5. Page 30 6. Page 31 (The Astronaut and the Onion) <u>Test Preparation and Practice:</u> 1. Pages 58-64
4.11 A	Summarize the main idea and supporting details in text in ways that maintain meaning. Readiness Standard			Brief, coherent sentence(s) that communicate the key information in logical order Main ideas from the beginning, middle, and end Summarize – to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source.	<u>Practice Book:</u> 1. Page 66 2. Page 67 <u>Test Preparation and Practice:</u> 1. Pages 2-8 (main idea and detail) 2.

READING BENCHMARK DATA

				Main idea – the overall message of an entire text or section of a text (e.g., Polar bears are becoming endangered.) Facts/Details – support the main idea by telling how, when, what, where, why, how much, and how many. Some details may be explicitly stated in the text; however, some may need to be inferred based on other details and/or the main idea. Note: Subtitles may help students determine the main idea of sections of text. Refer to 4.Fig19E for related comprehension skills. STAAR Note: Questions associated with 4.11A may ask for main idea of a paragraph or multiple paragraphs.	
4.11 B	Distinguish fact from opinion in a text and explain how to verify what is a fact. Supporting Standard			Fact – a truth that is verifiable Opinion – a personal view or belief based on emotions or interpretation of facts	<u>Test Preparation and Practice:</u> 1. Pages 136-142 (fact and opinion) <u>Texas Treasures:</u> “Words Add Up to Success” pages 330-333 - Answer questions 1-4 on page 333
4.11 C	Describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.			Explicit – stated clearly and in detail Implicit – implied, rather than expressly stated Cause-and-effect Sequential order Comparison	<u>Practice Book:</u> 7. Page 21 8. Page 22 (Kid Reporters at Work) 9. Page 60 <u>Test Preparation and Practice:</u> 2. 90-95 (text structure) 3. Pages 109-114 (sequence)

READING BENCHMARK DATA

	Readiness Standard			Other possible examples of organizational patterns: • Logical order • Order of importance • Classification scheme • Description Cause-and-effect – cause is an event; effect is the result of the event Comparison – similarities and differences Sequential order – order in which events occur Logical order – how a writer organizes text when building an argument. The writer presents ideas or information in a sequence that makes sense to him or her and addresses the audience’s needs. Classification – events or ideas grouped in specific categories Organizational pattern – the pattern an author constructs as he organizes his or her ideas and provides supporting details Note: Graphic organizers may be used to show relationships among ideas. Organizational patterns can be found in sections of text (single or multiple paragraphs) or throughout an entire text.	<u>Test Preparation and Practice:</u> 1. Pages 150-154 (organization—writing)
19.Fi g.D	Make inferences about text using textual evidence to support			Structural elements Literary elements	<u>Practice Book:</u> 1. Page 3 (also 4.6B) <u>Interactive Read Aloud: (for small group mini lesson)</u>

READING BENCHMARK DATA

	understanding. Readiness Standard (Fiction) Supporting Standard (Literary Nonfiction, Poetry, and Drama)		Sensory language Figurative language Purpose of elements and language in sections of text and/or specific sentences Refer to the specificity of the Knowledge and Skills Statements for each literary genre for additional information on inferring in each type of literary text. Informational Text (e.g., expository, persuasive, embedded procedural text/graphics) Purpose of informational text Main idea of whole texts and sections of texts Details that support the central idea or controlling idea Refer to the specificity of the Knowledge and Skills Statements for each informational genre for additional information on inferring in each type of informational text. Inference – a logical guess made by connecting bits of information. Readers make inferences by drawing conclusions, making generalizations, and making predictions. Drawing conclusions – a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information. Textual evidence – specific details or facts found in the text that support what is inferred	1. Pages 40-43 (non-fiction) <u>Test Preparation and Practice:</u> 1. Pages 78-83 (drama) 2. Pages 84-88 (poetry) 3. Pages 143-148 (inference)
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READING BENCHMARK DATA

19.Fi g.F	Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence. Readiness Standard			Thematic links Author analysis Similarities and differences in: ○ topic ○ overarching ideas ○ details ○ description ○ purpose ○ character thoughts, actions, and traits ○ point of view Thematic link – a logical connection made between or among texts that share similar themes Possible literary genres: ● Fiction ● Literary nonfiction ● Poetry ● Drama Textual evidence – specific details or facts found in text that support what is inferred	<u>Test Preparation and Practice:</u> 1. Pages 96-101 (authors perspective) 2. Pages 102-108 (authors purpose) 3. Pages 124-129 (similar/difference across texts)
4.10	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide			Determine the purpose of an entire informational text Determine the purpose of a paragraph(s) or section(s) of an informational text Determine the purpose of a specific sentence or detail from an informational text Make inferences and draw conclusions within cultural and historical contexts Possible verbs to describe purpose:	<u>Practice Book:</u> 1. Page 15 (One Thousand Nights and a Night) 2. Page 69 (Make a Splash)

READING BENCHMARK DATA

	evidence from the text to support their understanding. Students are expected to: Readiness Standard (Linked to Figure 19D)			• To inform, explain, tell, demonstrate, share • To describe, show, illustrate • To compare • To provide, give information/examples/reasons, offer/list the reasons • To persuade, encourage, share an opinion • To reinforce (an idea) • To suggest STAAR Note: This Knowledge and Skills Statement may be assessed with Figure 19D.	
4.11	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.			Make inferences related to the whole text Make inferences related to a section of the text Make inferences related to particular sentences, ideas, or details Summarize expository text in ways that maintain meaning and logical order Summarize – to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source. Identify text evidence that supports inferences in expository text STAAR Note: This Knowledge and Skills Statement may be assessed with Figure 19D and/or Figure 19E. STAAR items that are dual-coded with this Knowledge and Skills Statement and Figure 19D may be assessed by:	<u>Interactive Read Aloud: (for small group mini lesson)</u> 1. Pages 47-50 <u>Test Preparation and Practice:</u> 2. Pages 143-148 (inference) <u>Texas Treasures:</u> “Soil Turned to Dust” pages 698-701 - Answer questions 1-3 on page 701 (social studies)

READING BENCHMARK DATA

				Providing information from the text and asking students to make an inference. For example, sentences from the article are given in a textbox followed by the question, “The author includes this information to —” Providing the inference in the question stem and asking students to choose evidence from the text that supports the inference. For example, “Which of the following sentences supports the idea that (provided inference)?” Many STAAR items that assess summary include two choices that are very plausible. Students must be able to compare the choices to determine which one is the BEST.	
4.14	Explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).			Sound (e.g., background music, volume, sound effects) Movement (e.g., feet moving quickly, hair blowing in the wind, pacing) Visuals (e.g., pictures, graphs, graphics, colors, shapes, close-ups)	<u>Test Preparation and Practice:</u> 1. Pages 115-121 (graphics)
4.3	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.			Determine the theme (message/lesson) in various literary genres (e.g., poetry, drama, fiction, literary nonfiction) Make inferences about details that support the theme (message/lesson/important idea) Distinguish characteristics of various genres (e.g., biography – based on real-life experiences, realistic fiction – events that take place could happen) This Knowledge and Skills Statement may be assessed with Figure 19D.	<u>Interactive Read Aloud: (for small group mini lesson)</u> 1. Pages 59-61 (poetry) 2. Pages 62-65 (poetry) 3. Pages 6-71 (narrative non-fiction) 4. Pages 86-89 (historical fiction) <u>Test Preparation and Practice:</u> 1. Pages 143-148 (inference)

READING BENCHMARK DATA

4.4	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.			Make inferences related to a whole poem Make inferences related to the organization of a poem Make inferences related to a section (e.g., specific lines or stanzas) of a poem Make inferences related to particular techniques (e.g., punctuation, dialogue, word choice, figurative language, repetition, comparison) in a poem Make inferences related to speaker and/or character thoughts, feelings, and actions when applicable Summarize poems in ways that maintain meaning Summarize – to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source. Identify text evidence that supports inferences in poetry STAAR Note: This Knowledge and Skills Statement may be assessed with Figure 19D and/or Figure 19E. Questions may require student to consider the author's (poet's) purpose when making inferences. In narrative poetry, students may be required to make inferences related to character, plot, and setting.	<u>Practice Book:</u> 1. Page 43 2. Page 61 <u>Interactive Read Aloud: (for small group mini lesson)</u> 2. Pages 59-61 (imagery) 3. Pages 62-65 (personification) 4. Pages 83-85 (figurative language)
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READING BENCHMARK DATA

4.6	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.			Make inferences related to the whole story Make inferences related to a part of the story Make inferences related to structure of fiction (e.g., organization, paragraphs) Make inferences related to particular elements of fiction ○ Character/narrator - actions, thoughts, motivation, qualities/traits ○ Plot/events ○ Setting Summarize fictional text in ways that maintain meaning and logical order Summarize – to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source. Identify text evidence that supports inferences in fiction STAAR Note: This Knowledge and Skills Statement may be assessed with Figure 19D and/or Figure 19E. Many STAAR items that assess summary include two choices that are plausible. Students must be able to compare the choices to determine which one is the BEST	<u>Reading Genres: A Study Guide:</u> 1. Pages 21-24 <u>Interactive Read Aloud: (for small group mini lesson)</u> 1. Pages 55-58
4.7	Students understand, make inferences and draw conclusions about the			Make inferences related to the whole literary nonfiction text including author's purpose Make inferences related to a section or part of the literary nonfiction text	<u>Reading Genres: A Study Guide:</u> 1. Pages 5-8 <u>Interactive Read-Aloud: (for small group mini lesson)</u> 1. Pages 20-23 (autobiography)

READING BENCHMARK DATA

	varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.			Make inferences related to the structure of literary nonfiction (e.g., organization, main idea, cause-effect) including author's purpose Make inferences related to features of literary nonfiction (e.g., subject of a biography or author of an autobiography, setting, events) Make inferences related to specific details in literary nonfiction text including author's purpose Make inferences supported by text features (e.g., headings, subheadings, bold print, captions, key words, italics, table of contents, etc.) Summarize literary nonfiction text in ways that maintain meaning and logical order Summarize – to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source. Identify text evidence that supports inferences in literary nonfiction text STAAR Note: This Knowledge and Skills Statement may be assessed with Figure 19D and/or Figure 19E.	- Pages 24-27 (autobiography) - Pages 47-50 (non-fiction) - Pages 72-76 (biography)
4.8	Students understand, make inferences and draw conclusions about how an author's sensory			Make inferences related to sensory language Make inferences related to figurative language (e.g., idiom, simile) Sensory language – words an author uses to help the reader experience the sense elements of the story. Sensory language is language that appeals to one or	<u>Practice Book:</u> - Page 42 <u>Test Preparation and Practice:</u> - Pages 30-35 (idioms) - Pages 43-49 (analogies) - Pages 72-77 (sensory language)

READING BENCHMARK DATA

	language creates imagery in literary text and provide evidence from text to support their understanding.			more of the five senses: sight, sound, touch, smell, and taste. Figurative language – language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices STAAR Note: This Knowledge and Skills Statement may be assessed with Figure 19D.	4. Pages 130-135 (draw conclusions)
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