

*Dear Fellow Educators:*

*Thank you for your interest in linking state educational standards and best practices in teaching.*

*The strategy for linking state standards and best practices that I've modeled with California's reading and writing standards in Exceeding the Standards can be used with any state's standards. To demonstrate this, below I've posted matrices linking state standards and best practices in reading instruction for Kindergarten and Third Grade for Texas and for Third Grade for Florida. The page numbers after each instructional strategy refer to descriptions of the strategy in Exceeding the Standards: A strategic approach for linking state standards and best practices in reading and writing instruction, published by Scholastic.*

*I hope that you and your colleagues will find these models helpful in creating your own links for your state's standards and your educational discipline.*

*If a group of qualified educators develops matrices that link their state's standards and best practices in reading and writing, or another discipline, and would like to post their matrices on this website, we will be happy to do so. Contact me at [Margaret.Moustafa@calstatela.edu](mailto:Margaret.Moustafa@calstatela.edu).*

*Margaret Moustafa*  
*Author of Exceeding the Standards*

Texas Essential Knowledge and Skills for Reading, Kindergarten	Reading Instruction							
	for all children		for beginning readers					
	Read Alouds (p. 40)	Self Selected Reading (p. 45)	Language Experience Approach (LEA) (p. 66)	Shared Reading (p. 72)	Partner Reading (p. 77)	One-to-One Matching (p. 80)	Phonics Instruction based on LEA & Shared Reading lessons (p. 84)	Readers' Theater based on Shared Reading lessons (p. 94)
<b>(5) Print awareness.</b> The student demonstrates knowledge of concepts of print. The student is expected to:								
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1)		A	I	I	A			A
(B) know that print moves left-to-right across the page and top-to-bottom (K-1)		A	I	I	A	I		A
(C) understand that written words are separated by spaces (K-1)		A	I	I	A	I		A
(D) know the difference between individual letters and printed words (K-1)		A			A	I	I	A
(E) know the difference between capital and lowercase letters (K-1)		A	I	I	A		I	A
(F) recognize how readers use capitalization and punctuation to comprehend (K-1)		A	I	I	A		I	A
(G) understand that spoken words are represented in written language by specific sequences of letters (K-1)		A	I	I	A		I	A
(H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1)	I	A			A			
<b>(6) Phonological awareness.</b> The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:								
(A) demonstrate concept of word by dividing spoken sentences into individual words (K-1)		A	I	I	A	I	I	A
(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1)						I	I	
(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1)							I	
(D) identify and isolate the initial and final sound of a spoken word (K-1)							I	
(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K)							I	
(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1)							I	
<b>(7) Letter-sound relationships.</b> The student uses letter-sound knowledge to decode written language. The student is expected to:								

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(A) name and identify each letter of the alphabet (K-1)	I							I	
(B) understand that written words are composed of letters that represent sounds (K-1)		A	I	I	A			I	A
(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1)		A						I	A
<b>(8) Vocabulary development.</b> The student develops an extensive vocabulary. The student is expected to:									
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)	I	A	A	A					
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3)	I		A	A					
(C) identify words that name persons, places, or things and words that name actions (K-1)	I	A	A	A					A
<b>(9) Comprehension.</b> The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:									
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3)	I	A		I					A
(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3)	I	A		I					A
(C) retell or act out the order of important events in stories (K-3)			I						I
<b>(10) Literacy response.</b> The student responds to various texts. The student is expected to:									
(A) listen to stories being read aloud (K-1)	I			I					
(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1)	I		I	I					
(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1)			I						I
(D) describe how illustrations contribute to the text (K-1)	I	A		I					
<b>(11) Text structures / literary concepts.</b> The student recognizes characteristics of various types of texts. The student is expected to:									
(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3)	I	A	I	I					
(B) understand simple story structure (K-1)	I	A	I	A					A
(C) distinguish fiction from nonfiction, including fact and fantasy (K-3)	I	A	I	I					
(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2)	I	A	I	I					
(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1)	I	A	I	I					A
<b>(12) Inquiry / research.</b> The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:									
(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3)	I								
(B) use pictures, print, and people to gather information and answer questions (K-1)	I	A		I					
(C) draw conclusions from information gathered (K-3)	I	A							
(D) locate important areas of the library/media center (K-1)	I	I							
<b>(13) Culture.</b> Student reads or listens to increase knowledge of his/her own culture, culture of others, and common elements of cultures. Student is expected to:									
(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3)	I	A		I					I
(B) compare experiences of characters across cultures (K-3)	I	A		I					

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Texas Standards, Reading, Grade Three

Texas Essential Knowledge and Skills for Reading, Grade Three	Reading Instruction											
	for all children	for early readers				for intermediate readers				across the curriculum		
	Read Alouds (p. 40)	Guided Reading (p. 100)	Phonics Instruction based on Guided Reading lessons (p. 104)	Readers' Theater based on Guided Reading lessons (p. 109)	Self-Selected Reading (p. 45)	Directed Reading & Thinking Activity (DRTA) (p. 123)	Literature Discussion Circles (p. 126)	Readers Theater (p. 138)	Self Selected Reading (p.45) <u>or</u> Reading Workshop (p.132)	Venn Diagram (p. 148)	Language Experience Approach (LEA) (p.146)	Know, Want to Know, Learned (KWL) (p. 150)
<b>(5) Word identification.</b> The student uses a variety of word identification strategies. The student is expected to:												
(A) decode by using all letter-sound correspondences within a word (1-3)		•	•	•	•	•	•	•	•	•	•	•
(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3)		•	•	•	•	•	•	•	•	•	•	•
(C) identify multi-syllabic words by using common syllable patterns (1-3)		•	•	•	•	•	•	•	•	•	•	•
(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)		•	•	•	•	•	•	•	•	•	•	•
(E) use knowledge of word order (syntax) and content to support word identification and confirm word meaning (1-3)		•	•	•	•	•	•	•	•	•	•	•
(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)		•	•	•	•	•	•	•	•	•	•	•
<b>(6) Fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:												
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3)					•	•	•	•	•			•
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader, the "typical" third grader reads 80 wpm) (3)		•		•							•	
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3)		•		•				•			•	
(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3)					•	•		•				•
(E) read silently for increasing periods of time (2-3)		•			•	•		•				

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<b>(7) Variety of texts.</b> The student reads widely for different purposes in varied sources. The student is expected to:												
(A) read classic and contemporary works (2-8)		•		•	•	•	•	•	•			
(B) read from a variety of genres for leisure and to acquire information from both print and electronic sources (2-3)		•			•	•	•		•			•
(C) read to accomplish various purposes, both assigned and self-selected (2-3)		•		•	•	•	•	•	•		•	•
<b>(8) Vocabulary development.</b> The student develops an extensive vocabulary. The student is expected to:												
(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3)	•											
(B) develop vocabulary through reading (2-3)		•		•	•	•	•	•	•		•	•
(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3)												•
(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words (3)	•	•										
<b>(9) Comprehension.</b> The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:												
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3)	•	•		•	•	•	•	•	•			•
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3)	•	•			•	•	•	•	•			•
(C) retell or act out the order of important events in stories (K-3)				•			•	•			•	
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3)		•			•	•	•	•	•			•
(E) draw and discuss visual images based on text descriptions (1-3)	•	•				•	•					
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3)	•	•		•	•	•	•	•	•			•
(G) identify similarities and differences across texts such as in topics, characters, and themes (3)	•	•			•	•	•		•	•		
(H) produce summaries of text selections (2-3)	•					•	•		•			•
(I) represent text information in different ways, including story maps, graphs, and charts (2-3)						•	•		•			•
(J) distinguish fact from opinion in various texts, including news stories and advertisements (3)	•	•			•				•			•
(K) practice different kinds of questions and tasks, including test-like comprehension questions (3)	•	•				•	•					
<b>(10) Literacy response.</b> The student responds to various texts. The student is expected to:												
(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through	•	•		•		•	•	•	•			•

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movement, music, art, and drama (2-3)												
(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3)		•		•		•	•	•	•			•
(C) support interpretations or conclusions with examples drawn from text (2-3)	•	•				•	•					•
(D) connect ideas and themes across texts (1-3)	•	•			•		•		•	•		•
<b>(11) Text structures/literary concepts.</b> The student analyzes the characteristics of various types of texts. The student is expected to:												
(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3)	•				•				•			•
(B) distinguish fiction from nonfiction, including fact and fantasy (K-3)	•	•			•	•	•		•			•
(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3)	•	•			•	•	•		•			•
(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8)	•	•		•			•	•		•		
(E) understand and identify literacy terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5)	•	•		•		•	•	•				
(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7)	•	•		•	•	•	•	•	•			
(G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3)	•	•		•			•	•		•		
(H) analyze characters, including their traits, feelings, relationships, and changes (1-3)	•	•		•	•	•	•	•	•			
(I) identify the importance of the setting to a story's meaning (1-3)	•	•		•	•	•	•	•	•			
(J) recognize the story problem(s) or plot (1-3)	•	•		•	•	•	•	•	•			
<b>(12) Inquiry/research.</b> The student generates questions and conducts research using information from various sources. The student is expected to:												
(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3)	•											•
(B) use alphabetical order to locate information (1-3)												•
(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3)												•
(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3)												•
(E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3)												•

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(F) locate and use important areas of the library media center (2-3)					•				•			•
(G) organize information in systematic ways, including notes, charts, and labels (3)											•	•
(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3)				•		•	•	•	•		•	•
(I) use compiled information and knowledge to raise additional, unanswered questions (3)												•
(J) draw conclusions from information gathered (K-3)	•	•			•	•	•		•			•
<b>(13) Culture.</b> The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:												
(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3)	•	•		•	•	•	•	•	•			
(B) compare experiences of characters across cultures (K-3)	•	•			•	•	•		•	•		

Florida Standards, Reading, Grade Three

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<b>READING PROCESS</b>													
<b>Phonics/Word Analysis Standard:</b> The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. The student will:													
LA.3.1.4.1 – use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words		A	I	A	A	A	A	A	A	A	A	A	
LA.3.1.4.2 – use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families		A	I	A	A	A	A	A	A	A	A	A	
LA.3.1.4.3 – decode multi-syllabic words in isolation and in context		A	I	A	A	A	A	A	A	A	A	A	
LA.3.1.4.4 – use self-correction when subsequent reading indicates an earlier misreading	I	I		A	A	A	A	A	A			A	
<b>Fluency Standard:</b> The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. The student will:													
LA.3.1.5.1 – apply letter-sound knowledge to decode unknown words quickly and accurately in context		A	I	A	A	A	A	A	A	A	A	A	
LA.3.2.5.2 – adjust reading rate based on purpose, text difficulty, form, and style	I	I		I	A	A	A	I	A			A	
<b>Vocabulary Development Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary. The student will:													
LA.3.1.6.1 – use new vocabulary that is introduced and taught directly	I	I		A	A	A	A	A	A		I	I	
LA.3.1.6.2 – listen to, read, and discuss familiar and conceptually challenging text	I	I		A	A	A	A	A	A		I	A	
LA.3.1.6.3 – use context clues to determine meanings of unfamiliar words	I	I		A	A	A	A	A	A			A	

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LA.3.1.6.4 – categorize key vocabulary and identify salient features	I	I	I	A	A	A	A	A	A	A		A
LA.3.1.6.5 – relate new vocabulary to familiar words	I	I		A	A	A	A	A	A		I	
LA.3.1.6.6 – identify “shades of meaning” in related words (e.g., blaring, loud)	I	I		A	A	A	A	A	A			
LA.3.1.6.7 – use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words	I	I	I	A	A	A	A	A	A			A
LA.3.1.6.8 – use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	I	I		A	A	I	A	A	A			A
LA.3.1.6.9 – determine the correct meaning of words with multiple meanings in context	I	I		A	A	A	A	A	A			A
<b>Reading Comprehension Standard:</b> The student uses a variety of strategies to comprehend grade level text. The student will:												
LA.3.1.7.1 – determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools	I	I	A		A	A	A		A			I
LA.3.1.7.2 – identify the author’s purpose (e.g., to inform, entertain, or explain) in text and how an author’s perspective influences text	I	I		A	A	I	A	A	A			
LA.3.1.7.3 – determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.	I			A	A	I	A	A	A			
LA.3.1.7.4 – identify cause-and-effect relationships in text	I	I			A	I	A		A			
LA.3.1.7.5 – identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text	I	I			A	I	A		A			
LA.3.1.7.6 – identify themes or topics across a variety of fiction and nonfiction selections	I	I			A	I	A		A			
LA.3.1.7.7 – compare and contrast elements, settings, characters, and problems in two texts	I	I			A		A		A	I		
LA.3.1.7.8 – use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources	I	I			A	I	A		A			A
<b>LITERARY ANALYSIS</b>												
<b>Fiction Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:												
LA.3.2.1.1 – understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama)	I	I	I	A	A	A	I	A	A			
LA.3.2.1.2 – identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction	I	I		A	A	A	A	A	A			
LA.3.2.1.3 – identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative	I	I			A		A		A			

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language												
LA.3.2.1.4 – identify an author’s theme, and use details from the text to explain how the author developed that theme	I	I			A	A	A		A			
LA3.2.1.5 – respond to, discuss, and reflect on various literacy selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	I	I		I	A	A	A	I	A			
LA3.2.1.6 – write a book report or review that identified the main idea, character(s), setting, sequence of events, and problem/solution	I						I		I			
LA3.2.1.7 – identify and explain an author’s use of description, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects	I				A		A		A			
LA3.2.1.8 – select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry) based on interest and teacher recommendations, to continue building a core foundation of knowledge					I		I		I			
<b>Nonfiction Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:												
LA3.2.2.1 – identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations)	I				A		A		A			I
LA3.2.2.2 – use information from the text to answer questions related to explicitly stated main ideas or relevant details	I				A	A	A		A			I
LA3.2.2.3 – organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing	I						A	A		I	I	I
LA3.2.2.4 – identify the characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts)	I				A		A		A			
LA3.2.2.5 – select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.	I				I		I		I			

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