

**Scholastic’s Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 2**

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| TEKS | Reading Skills Kit Primary |
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§110.4. English Language Arts and Reading, Grade 2.

(a)
Introduction

(1)
In Grade 2, students read and write independently. Students have many opportunities to use spoken language. Second grade students understand that there are different purposes for speaking and listening. Students know how to attract and hold the attention of their classmates when they make announcements or share a story. Second grade students recognize a large number of words automatically and use a variety of word identification strategies to figure out words they do not immediately recognize. Students read regularly for understanding and fluency in a variety of genres, including selections from classic and contemporary works. Students read texts from which they acquire new information. Students summarize what they read and represent ideas gained from reading with story maps, charts, and drawings. Students use references, including dictionaries and glossaries, to build word meanings and confirm pronunciation. Second grade students revise and edit their own writing to make ideas more clear and precise. Students use appropriate capitalization and punctuation. Students use singular and plural nouns and adjust verbs for agreement. In Grade 2, students' penmanship is characterized by letters that are properly formed, words that are properly spaced, and overall compositions that are legible. Students begin to take simple notes and compile notes into outlines.

(2)
For second grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3)
The essential knowledge and skills as well as the student expectations for Grade 2 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4)
To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 2 as described in subsection (b) of this section.

(5)
To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

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| (b) Knowledge and Skills. | |
| (5) Reading/word identification. 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); | <p>Scholastic Reading Skills Kit Students use phonics knowledge and structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces phonics knowledge and structural analysis skills. See for example, History: Card 3: Word Work: Short <i>e</i> sound Science and Technology: Card 2: Word Work: Ending</p> |

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| | <p>Sounds Geography: Card 6: Word Work: Sounds of the Letter <i>g</i> Arts and Entertainment: Card 1: Word Work: Beginning Sounds Sports and Games: Card 3: Word Work: Long <i>a</i> sound</p> |
| (B) blend initial letter - sounds with common vowel spelling patterns to read words (1-3); | <p>Scholastic Reading Skills Kit Each Reading Skills Card provides opportunities for students to practice decoding skills. In addition, the Word Work section of each card reinforces letter-sound knowledge of all consonants and vowels. See for example, History: Card 4: Word Work: Long <i>i</i> sound Science and Technology: Card 4: Word Work: Long <i>e</i> sound with <i>ee</i> and <i>ea</i> Geography: Card 2: Word Work: Initial consonant blends Arts and Entertainment: Card 2: Word Work: Initial and final consonant sounds Sports and Games: Card 4: Word Work: Short <i>a</i> and <i>i</i> sounds</p> |
| (C) recognize high frequency irregular words such as said, was, where, and is (1-2); | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes high frequency words. See for example, History: Card 1: Stuck Science and Technology: Card 2: Chirp! Chirp! Chirp! Geography: Card 1: Up in the Sky Arts and Entertainment: Card 2: Flute Lessons Sports and Games: Card 1: Great Job, Mom!</p> |
| (D) identify multisyllabic words by using common syllable patterns (1-3); | <p>Scholastic Reading Skills Kit Students use phonics knowledge and structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces phonics knowledge and structural analysis skills. See for example, History: Card 3: Word Work: Short <i>e</i> sound Science and Technology: Card 11: Word Work: Suffixes <i>-y</i> and <i>-ly</i> Arts and Entertainment: Card 12: Word Work: Compound words</p> |
| (E) use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2); | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes compounds, base words and inflections. See for example, History: Card 17: Word Work: Plural Nouns with <i>-s</i> and <i>-es</i> Arts and Entertainment: Card 12: Word Work: Compound words Sports and Games: Card 18: Word Work: Plural Nouns with <i>-s</i> and <i>-es</i></p> |
| (F) use structural cues such as prefixes and suffixes to recognize words, for example, un- and -ly (2); | <p>Scholastic Reading Skills Kit Students use phonics knowledge and structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces</p> |

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| | phonics knowledge and structural analysis skills. See for example, History: Card 3: Word Work: Short <i>e</i> sound Science and Technology: Card 11: Word Work: Suffixes – <i>y</i> and – <i>ly</i> Geography: Card 6: Word Work: Sounds of the Letter <i>g</i> Arts and Entertainment: Card 12: Word Work: Compound words Sports and Games: Card 3: Word Work: Long <i>a</i> sound |
| (G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and | Scholastic Reading Skills Kit The Reading Skills Card includes a Vocabulary Section in which students use context to develop their reading vocabulary. |
| (H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3). | Scholastic Reading Skills Kit The Reading Skills Card includes a Vocabulary Section in which students use context to develop their reading vocabulary. |
| (6) Reading/fluency. 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) (2); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 3: The Lady with the Lamp (nonfiction) Science and Technology: Card 1: Crow Makes a Plan (fiction-fable) Geography: Card 3: Cool Penguins (nonfiction) Arts and Entertainment: Card 3: Suzy Spider Saves the Day (fiction) Sports and Games: Card 2: Remembering Arthur Ashe (nonfiction – biography) |
| (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; a "typical" second grader reads approximately 70 wpm) (2); | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. There are 10 cards written at each level for each theme. |
| (C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2); | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. There are 10 cards written at each level for each theme. Teachers can use the cards for read aloud opportunities. |
| (D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and | Scholastic Reading Skills Kit Each Reading Skills Kit includes 15 two-page Strategy Cards, each of which focuses on key reading strategies. The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. |
| (E) read silently for increasing periods of time (2-3). | Scholastic Reading Skills Kit Students have the opportunity to read each card independently. Each card begins with a Set Your Purpose |

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| | prompt to help students focus their reading and ends with a post-reading Think About It question. |
| (7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to: | |
| (A) read classic and contemporary works (2-8); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. |
| (B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 3: The Lady with the Lamp (nonfiction) Science and Technology: Card 1: Crow Makes a Plan (fiction-fable) Geography: Card 3: Cool Penguins (nonfiction) Arts and Entertainment: Card 3: Suzy Spider Saves the Day (fiction) Sports and Games: Card 2: Remembering Arthur Ashe (nonfiction – biography) |
| (C) read to accomplish various purposes, both assigned and self-selected (2-3). | Scholastic Reading Skills Kit Each Reading Skills Card requires students to use the text for a variety of functions: Check Your Understanding, Word Work, and Write Now! |
| (8) Reading/vocabulary development. 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); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to extend their vocabulary. |
| (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to extend their vocabulary. |
| (C) develop vocabulary through reading (2-3); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to extend their vocabulary. |
| (D) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section which provides opportunities to meet this objective. |
| (9) Reading/comprehension. 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); | Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt to help students focus their reading. |
| (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3); | Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt to help students focus their reading. |

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| (C) retell or act out the order of important events in stories (K-3); | Scholastic Reading Skills Kit Each card includes a Think About It question, and some of these provide opportunities to meet this objective. |
| (D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Check Your Understanding section in which students independently check their comprehension. In addition, each Reading Skills Kit includes 15 two-page Strategy Cards, each of which focuses on key reading strategies. Each of these cards is correlated to reading skills cards so that students can work on a particular skill if they want to. |
| (E) draw and discuss visual images based on text descriptions (1-3); | Scholastic Reading Skills Kit The following matches provide opportunities to meet this objective: History: Card 4: Write Now!: Story Cloth and Caption Science and Technology: Card 17: Write Now!: Poem Geography: Card 12: Write Now!: Poster |
| (F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3); | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy Card: Card 1: Understanding Inferences Reading Strategy Card: Card 2: Understanding Main Idea/Details Reading Strategy Card: Card 3: Understanding Cause/Effect History: Card 7: The Mystery of the Great Stones Science and Technology: Card 10: Snakes: They Are Everywhere! Geography: Card 6: Swimming in Stingray City Arts and Entertainment: Card 4: The Snowflake Boy Sports and Games: Card 11: Hair-Raising Fun |
| (G) identify similarities and differences across texts such as in topics, characters, and problems (1-2); | Scholastic Reading Skills Kit The following matches provide opportunities to meet this objective: Sports and Games: Cards 17 and 22 |
| (H) produce summaries of text selections (2-3); and | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy Card: Card 8: Understanding Summarizing Science and Technology: Card 5: Planting a Vegetable Garden Geography: Card 8: The Great Wall of China |
| (I) represent text information in different ways, including story maps, graphs, and charts (2-3). | Scholastic Reading Skills Kit Each Card includes a Write Now! activity in which student brainstorm and organize their ideas in various graphic organizers including: Idea Web, Venn Diagram, Story Map, Question Chart, Picture Map, Checklist and Graph, Time Line, Chain-of-Events Chart, Two-Column Chart, Flow Chart |
| (10) Reading/literary response. The student responds to various texts. The student is expected to: | |

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| (A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3); | Scholastic Reading Skills Kit Each Card includes a Write Now! activity in which meets this objective. See for example, Geography: Card 27: Write Now!: Travel Brochure Arts and Entertainment: Card 7: Write Now!: Speech Sports and Games: Card 30: Write Now!: Newspaper Story |
| (B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3); | Scholastic Reading Skills Kit Each selection ends with a Think About It question which provides a strategic-reading response prompt to summarize or reflect back on the purpose set on page one. |
| (C) support interpretations or conclusions with examples drawn from text (2-3); and | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy Card: Card 9: Understanding Draw Conclusions History: Card 8: Her Name Was Sacajawea Arts & Entertainment: Card 21: A World of ABCs |
| (D) connect ideas and themes across texts (1-3). | Scholastic Reading Skills Kit Closest Match: Reading Strategy Card: Card 7: Understanding Compare/Contrast Sports and Games: Card 3: Waves for You! Geography: Card 10: Hello from Nunavut! |
| (11) Reading/text structures/literary concepts. 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); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, Geography: Card 3: Cool Penguins (nonfiction) Arts and Entertainment: Card 3: Suzy Spider Saves the Day (fiction) Sports and Games: Card 2: Remembering Arthur Ashe (nonfiction – biography) In addition, students are exposed to a variety of functional text in diagrams, charts, and maps. See for example, History: Card 16: Life in Ancient Mali Science and Technology: Card 30: The Water Go Around Geography: Card 2: Take a Hike Arts and Entertainment: Card 26: Twinkle, Twinkle Musical Genius |
| (B) identify text as written for entertainment (narrative) or for information (expository) (2); | Scholastic Reading Skills Kit Students are exposed to narrative and expository text selections throughout the themes. See for example, History: Card 3: The Lady with the Lamp (nonfiction) Arts and Entertainment: Card 3: Suzy Spider Saves the Day (fiction) |

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| (C) distinguish fiction from nonfiction, including fact and fantasy (K-3); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 3: The Lady with the Lamp (nonfiction) Science and Technology: Card 1: Crow Makes a Plan (fiction-fable) Geography: Card 3: Cool Penguins (nonfiction) Arts and Entertainment: Card 3: Suzy Spider Saves the Day (fiction) Sports and Games: Card 2: Remembering Arthur Ashe (nonfiction – biography) |
| (D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3); | Students have the opportunity to meet this objective throughout the program as they read the various genre's presented. See for example, Arts and Entertainment: Card 7: A Giant Tale History: Card 1: Stuck! |
| (H) analyze characters, including their traits, relationships, and changes (1-3); | Scholastic Reading Skills Kit Selected Examples Include: Strategy Card 12: Understanding Character Arts and Entertainment: Card 7: A Giant Tale Science and Technology: Card25: Jokes and Jellyfish |
| (I) identify the importance of the setting to a story's meaning (1-3); and | Scholastic Reading Skills Kit Selected Examples Include: Strategy Card 14: Understanding Setting Arts and Entertainment: Card 22: How Daylight Came to the Inuit History: Card 1: Stuck! |
| (J) recognize the story problem(s) or plot (1-3). | Scholastic Reading Skills Kit Selected Examples Include: Strategy Card 13: Understanding Plot History: Card 5: Jon Comes to America Sports and Games: Card 22: The Ball Park |
| (12) Reading inquiry/research. 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 "Why do birds build different kinds of nests?" (K-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides opportunities to meet this objective. |
| (D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides opportunities to meet this objective. |
| (E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3); | Scholastic Reading Skills Kit Selected examples include: History: Card 16: Life in Ancient Mali Science and Technology: Card 30: The Water Go Around Geography: Card 2: Take a Hike Arts and Entertainment: Card 26: Twinkle, Twinkle Musical Genius Sports and Games: Card 23: Old Toys with Staying |

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| | Power |
| (F) locate and use important areas of the library media center (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides opportunities to meet this objective. |
| (G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (H) draw conclusions from information gathered (K-3). | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy Card: Card 9: Understanding Draw Conclusions History: Card 8: Her Name Was Sacajawea Arts & Entertainment: Card 21: A World of ABCs |
| (14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The student is expected to: | |
| (A) write to record ideas and reflections (K-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (B) write to discover, develop, and refine ideas (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (C) write to communicate with a variety of audiences (1-3); and | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. The prompts require students to write in different forms and for different purposes. |
| (15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to: | |
| (A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing (2); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (B) use word and letter spacing and margins to make messages readable (1-2); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2); and | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |

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| quotation marks (2). | |
| (16) Writing/spelling. The student spells proficiently. The student is expected to: | |
| (A) use resources to find correct spellings, synonyms, and replacement words (1-3); | Scholastic Reading Skills Kit The Word Work section of each card supports students' proficiency in spelling. |
| (B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3); | Scholastic Reading Skills Kit The Word Work section of each card supports students' proficiency in spelling. |
| (C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2); and | Scholastic Reading Skills Kit The Word Work section of each card supports students' proficiency in spelling. |
| (D) write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2). | Scholastic Reading Skills Kit The Word Work section of each card supports students' proficiency in spelling. |
| (17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to: | |
| (A) use singular and plural forms of regular nouns (2); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) compose complete sentences in written texts and use the appropriate end punctuation (1-2); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) compose sentences with interesting, elaborated subjects (2-3); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: | |
| (A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (B) develop drafts (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing |

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| | process in their writing. |
| (D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (E) use available technology for aspects of writing, including word processing, spell checking, and printing (2-3); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to: | |
| (A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) respond constructively to others' writing (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) determine how his/her own writing achieves its purposes (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) use published pieces as models for writing (2-3); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (E) review a collection of his/her own written work to monitor growth as a writer (2-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to: | |
| (A) write or dictate questions for investigating (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (C) take simple notes from relevant sources such as classroom guests, information books, and media sources (2-3); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |

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**Scholastic's Reading Skills Kits
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| TEKS | Reading Skills Kit A |
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(a)

Introduction

(1)

In Grade 3, students read and write more independently than in any previous grade and spend significant blocks of time engaged in reading and writing on their own as well as in assigned tasks and projects. Students listen critically to spoken messages, think about their own contributions to discussions, and plan their oral presentations. Third grade students read grade-level material fluently and with comprehension. Students use root words, prefixes, suffixes, and derivational endings to recognize words. Students demonstrate knowledge of synonyms, antonyms, and multi-meaning words. Students are beginning to distinguish fact from opinion in texts. During class discussions, third grade students support their ideas and inferences by citing portions of the text being discussed. Students read in a variety of genres, including realistic and imaginative fiction, nonfiction, and poetry from classic and contemporary works. Third grade students write with more complex capitalization and punctuation such as proper nouns and commas in a series. Students write with more proficient spelling of contractions and homonyms. Third grade students write longer and more elaborate sentences and organize their writing into larger units of text. Students write several drafts to produce a final product. Students revise their writing to improve coherence, progression, and logic, and edit final drafts to reflect standard grammar and usage. Students master manuscript writing and may begin to use cursive writing.

(2)

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(3)

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To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 3 as described in subsection (b) of this section.

(5)

To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(6)

It is the goal of the state that all children read on grade level by the end of Grade 3 and continue to read on grade level or higher throughout their schooling.

| | |
|-----|--|
| (b) | Knowledge and Skills. |
| (5) | Reading/word identification. The student uses a variety of word identification strategies. The student is expected to: |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 3**

| TEKS | Reading Skills Kit A |
|--|--|
| (A) decode by using all letter-sound correspondences within a word (1-3); | <p>Scholastic Reading Skills Kit Students use phonics knowledge and structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces phonics knowledge and structural analysis skills. See for example, Geography: Card 6: Word Work: Sounds of the Letter <i>g</i> Geography: Card 11: Word Work: <i>ch, th,</i> and <i>sh</i> Science and Technology: Card 11: Word Work: <i>ar, or,</i> and <i>er</i></p> |
| (B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3); | <p>Scholastic Reading Skills Kit The Word Work section of each card reinforces phonics knowledge and structural analysis skills. See for example, History: Card 14: Word Work: Long e Vowel Sound History: Card 15: Word Work: Long a Vowel Sound History: Card 15: Word Work: /ur/ and /ou/</p> |
| (D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3); | <p>Scholastic Reading Skills Kit Students use phonics knowledge and structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces phonics knowledge and structural analysis skills. See for example, History: Card 5: Word Work: Prefixes <i>re-</i> and <i>dis-</i> Science and Technology: Card 13: Word Work: Prefixes <i>dis-, un-,</i> and <i>re-</i> Geography: Card 15: Word Work: Prefixes <i>re-, un-, under-</i> Sports and Games: Card 5: Word Work: Suffixes <i>-less</i> and <i>-ly</i></p> |
| (E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to develop their sight, reading, and writing vocabulary.</p> |
| (F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3). | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to develop their sight, reading, and writing vocabulary. In addition, the Word Work section of each card reinforces phonics knowledge and structural analysis skills.</p> |
| (6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to: | |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 3**

| TEKS | Reading Skills Kit A |
|---|---|
| (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 1: Leonardo Da Vinci (nonfiction – biography) Science and Technology: Card 9: Owl's Mixed-Up Day (drama) Geography: Card 4: The Wind and the Sun (fiction-fable) Arts and Entertainment: Card 10: The North Wind Does Blow (poetry) Sports and Games: Card 26: The Contest (fiction) |
| (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); | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. There are 10 cards written at each level for each theme. |
| (C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3); | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. There are 10 cards written at each level for each theme. Teachers can use the cards for read aloud opportunities. |
| (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); and | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. The cards are written at three reading levels: low, average, and high, with 10 cards written at each level for each theme. |
| (E) read silently for increasing periods of time (2-3). | Scholastic Reading Skills Kit Students have the opportunity to read each card independently. Each card begins with a Set Your Purpose prompt to help students focus their reading and a post-reading Think About It question. |
| (7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to: | |
| (A) read classic and contemporary works (2-8); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 1: Leonardo Da Vinci (nonfiction – biography) Science and Technology: Card 9: Owl's Mixed-Up Day (drama) Geography: Card 4: The Wind and the Sun (fiction-fable) Arts and Entertainment: Card 10: The North Wind Does Blow (poetry) Sports and Games: Card 26: The Contest (fiction) |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 3**

| TEKS | Reading Skills Kit A |
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| (B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and | Scholastic Reading Skills Kit Students are exposed to a variety of genres throughout the program. See for example, History: Card 29: Uncharted Territory Science and Technology: Card 15: Stay Healthy! Stay Fit! Geography: Card 16: It's a Wrap! Arts and Entertainment: Card 24: Coyote and the First Man |
| (C) read to accomplish various purposes, both assigned and self-selected (2-3). | Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt to help students focus their reading and a post-reading Think About It question to help the student understand and/or interpret the text. Each Reading Skills Card also includes a Check Your Understanding section in which students independently check their comprehension. Questions focus on the target or key strategy and higher-level thinking skills. |
| (8) Reading/vocabulary development. 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); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to extend their vocabulary. |
| (B) develop vocabulary through reading (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to extend their vocabulary. |
| (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); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to extend their vocabulary. |
| (D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section which provides opportunities to meet this objective. |
| (9) Reading/comprehension. 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); | Scholastic Reading Skills Kit Students have the opportunity to integrate prior experiences and to apply knowledge of all sources of information to read each card independently. Each card begins with a Set Your Purpose prompt to help students focus their reading and a post-reading Think About It question. |
| (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3); | Scholastic Reading Skills Kit Students have the opportunity to integrate prior experiences and to apply knowledge of all sources of information to read each card independently. Each card begins with a Set Your Purpose prompt to help students focus their reading. |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 3**

| TEKS | Reading Skills Kit A |
|---|--|
| (C) retell or act out the order of important events in stories (K-3); | Scholastic Reading Skills Kit Each card includes a post-reading Think About It question which provides opportunities to meet this objective. |
| (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); | Scholastic Reading Skills Kit Each Reading Skills Card includes a post-reading Think About It question to help the student reflect back on the text. Students have the opportunity to use their personal experiences and knowledge to interpret the text. |
| (E) draw and discuss visual images based on text descriptions (1-3); | Scholastic Reading Skills Kit The following Selected Examples provide opportunities to meet this objective: History: Card 1: Write Now!: Diagram Science and Technology: Card 16: Write Now!: Picture and Caption Geography: Card 26: Write Now!: Travel Brochure Arts and Entertainment: Card 14: Write Now!: Flyer |
| (F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 29: Uncharted Territory Science and Technology: Card 15: Stay Healthy! Stay Fit! Geography: Card 16: It's a Wrap! Arts and Entertainment: Card 24: Coyote and the First Man Sports and Games: Card 23: A Born Champion Reading Strategy: Card 1: Understanding Inferences Reading Strategy: Card 3: Understanding Cause/Effect Reading Strategy: Card 9: Understanding Draw Conclusions |
| (G) identify similarities and differences across texts such as in topics, characters, and themes (3); | Scholastic Reading Skills Kit Reading Strategy: Card 7: Compare/Contrast Arts and Entertainment: Card 7: The Silver Fish |
| (H) produce summaries of text selections (2-3); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 18: Hoodwinked Science and Technology: Card 25: Scared Silly! Geography: Card 10: Saguaros of the Southwest Arts and Entertainment: Card 14: A Tasty Time Sports and Games: Card 9: Go, Dog, Go! Reading Strategy: Card 8: Understanding Summarizing |
| (I) represent text information in different ways, including story maps, graphs, and charts (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section in which students respond to the selection in a variety of ways including writing letters, stories, diagrams, flyers, speeches, cartoons, and instructions. |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 3**

| TEKS | Reading Skills Kit A |
|---|---|
| (J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and | Scholastic Reading Skills Kit Selected Examples Include: History: Card 8: The Surprising Story of Jeans Science and Technology: Card 29: Living Flashlights Geography: Card 5: A Natural Wonder Arts and Entertainment: Card 2: Who Can Make the Best Sand Castle? Sports and Games: Card 27: Oops! I Invented a Toy! Strategy Cards: Card 10: Fact/Opinion |
| (K) practice different kinds of questions and tasks, including test-like comprehension questions (3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Check Your Understanding section in which includes test-like comprehension questions. |
| (10) Reading/literary response. 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 movement, music, art, and drama (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing and presentation. |
| (C) support interpretations or conclusions with examples drawn from text (2-3); and | Scholastic Reading Skills Kit Each Write Now! activity provides opportunities to meet this objective. |
| (D) connect ideas and themes across texts (1-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Think About It question and a Write Now! section which asks students to respond to the selection in writing. Students have the opportunity to share their written work. |
| (11) Reading/text structures/literary concepts. 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); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 1: Leonardo Da Vinci (nonfiction – biography) Science and Technology: Card 9: Owl's Mixed-Up Day (drama) Geography: Card 4: The Wind and the Sun (fiction-fable) Arts and Entertainment: Card 10: The North Wind Does Blow (poetry) Sports and Games: Card 26: The Contest (fiction) |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 3**

| TEKS | Reading Skills Kit A |
|--|---|
| (B) distinguish fiction from nonfiction, including fact and fantasy (K-3); | <p>Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 1: Leonardo Da Vinci (nonfiction – biography) Science and Technology: Card 9: Owl's Mixed-Up Day (drama) Geography: Card 4: The Wind and the Sun (fiction-fable) Arts and Entertainment: Card 10: The North Wind Does Blow (poetry) Sports and Games: Card 26: The Contest (fiction)</p> |
| (C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3); | <p>Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. In addition, students are asked to create a variety of genres in the Write Now! section. See for example, History: Card 6: Write Now!: speech Science and Technology: Card 9: Owl's Mixed-Up Day (drama) Geography: Card 4: The Wind and the Sun (fiction-fable) Arts and Entertainment: Card 10: The North Wind Does Blow (poetry) Sports and Games: Card 6: Write Now!: Newspaper Story</p> |
| (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); | <p>Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 1: Leonardo Da Vinci (nonfiction – biography) Science and Technology: Card 9: Owl's Mixed-Up Day (drama) Geography: Card 4: The Wind and the Sun (fiction-fable) Arts and Entertainment: Card 10: The North Wind Does Blow (poetry) Sports and Games: Card 26: The Contest (fiction)</p> |
| (H) analyze characters, including their traits, feelings, relationships, and changes (1-3); | <p>Reading Strategy: Card 12: Understanding Character Science and Technology: Card 17: Time for a Snooze Geography: Card 21: When It Rains Arts and Entertainment: Card 13: A Foolish Tale Sports and Games: Card 6: Why Bear Has a Stubby Tail</p> |
| (I) identify the importance of the setting to a story's meaning (1-3); and | <p>Reading Strategy: Card 14: Understanding Setting/Mood Science and Technology: Card 10: Red's Busy Day Geography: Card 4: The Wind and the Sun Arts and Entertainment: Card 11: Tyler and Ramón to the Rescue Sports and Games: Card 17: Nine Cousins Come Running</p> |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 3**

| TEKS | Reading Skills Kit A |
|--|---|
| (J) recognize the story problem(s) or plot (1-3). | Reading Strategy: Card 13: Understanding Plot History: Card 13: Honesty Is the Best Policy Science and Technology: Card 3: The Ant and the Dove Geography: Card 12: The Song of El Coquí Arts and Entertainment: Card 7: The Silver Fish Sports and Games: Card 22: The Race |
| (12) Reading/inquiry/research. 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); | Scholastic Reading Skills Kit Each Reading Skills Card includes a post-reading Think About It question to help the student reflect back on the text. Students have the opportunity to use their personal experiences and knowledge to interpret the text. |
| (E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 1: Leonardo da Vinci (sketch/diagram) History: Card 8: The Surprising Story of Jeans (timeline) Science and Technology: Card 6: Surprise! 10,000 for Dinner Science and Technology: Card 14: "Bee" Careful but "Bee" Kind (diagram) Geography: Card 3: The Yak (map) |
| (F) locate and use important areas of the library media center (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides opportunities to meet this objective. |
| (G) organize information in systematic ways, including notes, charts, and labels (3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (J) draw conclusions from information gathered (K-3). | Scholastic Reading Skills Kit Reading Strategy: Card 9: Draw Conclusions History: Card 24: Muddy Feet on the Ceiling Science and Technology: Card 15: Stay Healthy! Stay Fit! Geography: Card 3: The Yak Arts and Entertainment: Card 16: Bunnica Sports and Games: Card 23: A Born Champion |
| (14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to: | |
| (A) write to record ideas and reflections (K-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 3**

| TEKS | | Reading Skills Kit A |
|-------------|--|--|
| (B) | write to discover, develop, and refine ideas (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (C) | write to communicate with a variety of audiences (1-3); and | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (D) | write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. The prompts require students to write in different forms and for different purposes. |
| (15) | Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to: | |
| (A) | gain more proficient control of all aspects of penmanship (3); and | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (B) | use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3). | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (16) | Writing/spelling. The student spells proficiently. The student is expected to: | |
| (A) | write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective, and the Word Work section supports students' proficiency in spelling. |
| (B) | spell multisyllabic words using regularly spelled phonogram patterns (3); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective, and the Word Work section supports students' proficiency in spelling. |
| (C) | write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective, and the Word Work section supports students' proficiency in spelling. |
| (D) | write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective, and the Word Work section supports students' proficiency in spelling. |
| (E) | write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective, and the Word Work section supports students' proficiency in spelling. |
| (F) | write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective, and the Word Work section supports students' proficiency in spelling. |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 3**

| TEKS | | Reading Skills Kit A |
|-------------|--|---|
| (G) | spell words ending in -tion and -sion such as station and procession (3); and | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective, and the Word Work section supports students' proficiency in spelling. |
| (H) | use resources to find correct spellings, synonyms, or replacement words (1-3). | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective, and the Word Work section supports students' proficiency in spelling. |
| (17) | Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to: | |
| (A) | use correct irregular plurals such as sheep (3); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (B) | use singular and plural forms of regular nouns and adjust verbs for agreement (3); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (C) | compose elaborated sentences in written texts and use the appropriate end punctuation (3); | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (D) | compose sentences with interesting, elaborated subjects (2-3); and | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (E) | edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3). | Scholastic Reading Skills Kit The Write Now! section of each card provides opportunities to meet this objective. |
| (18) | Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: | |
| (A) | generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (B) | develop drafts (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (C) | revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (D) | edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 3**

| TEKS | Reading Skills Kit A |
|---|--|
| (E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and | |
| (F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to: | |
| (A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) respond constructively to others' writing (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) determine how his/her own writing achieves its purposes (1-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) use published pieces as models for writing (2-3); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (E) review a collection of his/her own written work to monitor growth as a writer (2-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to: | |
| (A) write or dictate questions for investigating (2-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 4**

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| TEKS | Reading Skills Kit B |
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(a)

Introduction

(1)

In Grade 4, students spend significant blocks of time engaged in reading and writing independently. Fourth grade students are critical listeners and analyze a speaker's intent such as to entertain or to persuade. When speaking, they adapt their language to the audience, purpose, and occasion. Students continue to read classic and contemporary selections. Fourth grade students read with a growing interest in a wide variety of topics and adjust their reading approach to various forms of texts. Students expand their vocabulary systematically across the curriculum. Students read for meaning and can paraphrase texts. Students are able to connect, compare, and contrast ideas. Fourth grade students can identify and follow varied text structures such as chronologies and cause and effect. Students produce summaries of texts and engage in more sophisticated analysis of characters, plots, and settings. Fourth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Their writing takes on style and voice. Fourth grade students write in complete sentences. Students vary sentence structure and use adjectives, adverbs, prepositional phrases, and conjunctions. Fourth grade students are proficient spellers. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students can produce a final, polished copy of a written composition. Fourth grade students understand and use visual media and can compare and contrast visual media to print.

(2)

For fourth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3)

The essential knowledge and skills as well as the student expectations for Grade 4 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4)

To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 4 as described in subsection (b) of this section.

(5)

To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

| | |
|-----|---|
| (b) | Knowledge and Skills. |
| (6) | Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to: |

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| (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8); | Scholastic Reading Skills Kit Students use phonics knowledge and structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces phonics knowledge and structural analysis skills. See for example, Arts and Entertainment: Card 24: Word Work: Plural nouns Sports and Games: Card 18: Word Work: The letter y History: Card 2: Word Work: Long <i>i</i> sound Science and Technology: Card 9: Word Work: Plural nouns |
| (B) use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6); and | Scholastic Reading Skills Kit Students use phonics knowledge and structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces phonics knowledge and structural analysis skills. See for example, Geography: Card 4: Word Work: 4: Prefixes <i>un-</i> , <i>pre-</i> , <i>re-</i> , and <i>mis-</i> History: Card 7: Word Work: Prefixes <i>re-</i> and <i>un-</i> Science and Technology: Card 22: Word Work: Suffixes <i>-er</i> , <i>-or</i> , and <i>-ion</i> Arts and Entertainment: Card 26: Word Work: Prefixes <i>mis-</i> and <i>re-</i> Sports and Games: Card 8: Word Work: Suffixes <i>-ment</i> and <i>-ly</i> |
| (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to develop their sight, reading, and writing vocabulary. |
| (7) Reading/fluency. 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) (4); | Scholastic Reading Skills Kit Each Reading Skills Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. |
| (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; a "typical" fourth grader reads approximately 90 wpm) (4); | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. There are 10 cards written at each level for each theme. |
| (C) demonstrate characteristics of fluent and effective reading (4-6); | Scholastic Reading Skills Kit Each Reading Skills Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Teachers can use the cards for read aloud opportunities. |
| (D) adjust reading rate based on purposes for reading (4-8); | Scholastic Reading Skills Kit Each Reading Skills Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Students have the opportunity to meet this objective as they evaluate the purposes for each card. |

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| (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. There are 10 cards written at each level for each theme. Teachers can use the cards for read aloud opportunities. |
| (F) read silently with increasing ease for longer periods (4-8). | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. Students have the opportunity to meet this objective as they progress through the cards. |
| (8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to: | |
| (A) read classic and contemporary works (2-8); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 17: Davy Crockett: King of the Wild Frontier Science and Technology: Card 29: How Maui Outwitted the Sun Geography: Card 22: In Fine Feather Arts and Entertainment: Card 29: A Mad Tea Party Sports and Games: Card 15: Alaska's Chilly Challenge |
| (B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 25: John Henry-An American Folk Hero (nonfiction – biography) Science and Technology: Card 6: How the Redbird Got Its Color (fiction-legend) Geography: Card 13: Rain-Forest Medicines (nonfiction) Arts and Entertainment: Card 4: The Prince, the Toad, and the Crumhorn (fiction-fairy tale) Sports and Games: Card 14: Mystery of the Baseball Diamonds (drama) |
| (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8). | Scholastic Reading Skills Kit Each card begins with a Set Your Purpose prompt to help students focus their reading and ends with a post-reading Think About It question. Each Reading Skills Card also includes a Write Now! activity which sometimes discover models for his/her own writing. |
| (9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: | |
| (A) develop vocabulary by listening to selections read aloud (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to develop their sight, reading, and writing vocabulary. |
| (B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to develop meaning necessary for comprehension. |

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| (C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 4: Word Work: Synonyms Geography: Card 8: Word Work: Synonyms Arts and Entertainment: Card 19: Word Work: Synonyms Sports and Games: Card 7: Word Work: Multiple Meanings |
| (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8); and | Scholastic Reading Skills Kit Selected Examples Include: History: Card 7: Word Work: Prefixes <i>re-</i> and <i>un-</i> Science and Technology: Card 4: Word Work: Base Words Geography: Card 4: Word Work: 4: Prefixes <i>un-</i> , <i>pre-</i> , <i>re-</i> , and <i>mis-</i> Arts and Entertainment: Card 26: Word Work: Prefixes <i>mis-</i> and <i>re-</i> Sports and Games: Card 20: Word Work: Base Words |
| (E) study word meanings systematically such as across curricular content areas and through current events (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which provides a systematic word study. |
| (10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: | |
| (A) use his/her own knowledge and experience to comprehend (4-8); | Scholastic Reading Skills Kit Students have the opportunity to integrate prior experiences and to apply knowledge of text information to read each card independently. Each card begins with a Set Your Purpose prompt to help students focus their reading. |
| (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8); | Scholastic Reading Skills Kit Students have the opportunity to integrate prior experiences and to apply knowledge of text information to read each card independently. Each card begins with a Set Your Purpose prompt to help students focus their reading. |
| (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt to help students focus their reading and a post-reading Think About It question. Each card also includes a Check Your Understanding section in which students independently check their comprehension. Questions focus on the target or key strategy and higher-level thinking skills. |
| (D) describe mental images that text descriptions evoke (4-8); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 10: Write Now!: Description Science and Technology: Card 2: Write Now!: Description Geography: Card 3: Write Now!: Poem Arts and Entertainment: Card 24: Write Now!: Poem |

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| (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8); | Scholastic Reading Skills Kit Reading Strategy: Card 6: Understanding Sequence Reading Strategy: Card 3: Cause/Effect History: Card 8: Driving Through Time Science and Technology: Card 10: Frosty's No-Fail Return Policy Geography: Card 18: The Tortoise and the Geese Arts and Entertainment: Card 10: Americans Discover TV |
| (F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8); | Scholastic Reading Skills Kit Reading Strategy: Card 2: Understanding Main Idea/Details History: Card 13: Astronauts Walk on the Moon Science and Technology: Card 3: Giants of the Earth Geography: Card 28: The Biggest Bird Ever Arts and Entertainment: Card 25: The Real Dracula Sports and Games: Card 9: Bobsled Racer: Built for Speed |
| (G) paraphrase and summarize text to recall, inform, and organize ideas (4-8); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 15: Thinking Big in Old China Science and Technology: Card 1: Rattie to the Rescue Geography: Card 3: Bone Dry Arts and Entertainment: Card 17: Dance With Me! Sports and Games: Card 29: Karl's Wonderful "Hobbyhorse" Reading Strategy: Card 8: Summarize |
| (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 23: Honey Hunt Science and Technology: Card 21: Twisters Geography: Card 6: Three Cheers for Annie Arts and Entertainment: Card 11: Little Owl-Glasses and the Dancing Shoes Sports and Games: Card 13: Grant Hill: Straight Shooter Reading Strategy: Card 1: Understanding Inferences Reading Strategy: Card 9: Understanding Draw Conclusions |
| (J) distinguish fact and opinion in various texts (4-8); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 12: What's All the Fuss About Uniforms? Science and Technology: Card 9: In the Garden After Midnight Geography: Card 17: Faithfully Ours! Arts and Entertainment: Card 18: Speaking of Kindness Sports and Games: Card 2: Venus Rising Reading Strategy: Card 10: Fact/Opinion |

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| (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card also includes a Check Your Understanding section in which students independently check their comprehension. Questions focus on the target or key strategy and higher-level thinking skills. In addition, the Strategy Card: Card 15: Test-Taking Skills matches this objective. |
| (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8). | Scholastic Reading Skills Kit Each Write Now! activity includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to: | |
| (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8); | Scholastic Reading Skills Kit At the end of the Reading Skills Card, the post-reading Think About It question provides a strategic-reading response prompt to summarize or reflect back on the purpose set on page one. In addition, each card includes a Write Now! section which asks students to respond to the selection in writing. |
| (B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) connect, compare, and contrast ideas, themes, and issues across text (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to: | |
| (A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 2: How Hercules Tricked Atlas Science and Technology: Card 2: Which Way Is Home? Geography: Card 14: A Fair Share Arts and Entertainment: Card 29: A Mad Tea Party Sports and Games: Card 8: Annie and the Babe; Card 23: See You at the Pool! Reading Strategy: Card 12: Understanding Character Reading Strategy: Card 13: Understanding Plot |
| (B) recognize that authors organize information in specific ways (4-5); | Reading Strategy: Card 11: Author's Purpose History: Card 16: Words of Truth Sports and Games: Card 7: Be a Bird Watcher |
| (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8); | Reading Strategy: Card 11: Author's Purpose History: Card 16: Words of Truth Geography: Card 7: A Real Hot Time: Journal of a Smoke Jumper Sports and Games: Card 7: Be a Bird Watcher |

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| (D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8); | <p>Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix of genres. See for example, History: Card 25: John Henry -An American Folk Hero (nonfiction – biography) Science and Technology: Card 6: How the Redbird Got Its Color (fiction-legend) Geography: Card 13: Rain-Forest Medicines (nonfiction) Arts and Entertainment: Card 4: The Prince, the Toad, and the Crumhorn (fiction-fairy tale) Sports and Games: Card 14: Mystery of the Baseball Diamonds (drama)</p> |
| (G) 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); | <p>Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix of genres. See for example, History: Card 25: John Henry -An American Folk Hero (nonfiction – biography) Science and Technology: Card 6: How the Redbird Got Its Color (fiction-legend) Geography: Card 13: Rain-Forest Medicines (nonfiction) Arts and Entertainment: Card 4: The Prince, the Toad, and the Crumhorn (fiction-fairy tale) Sports and Games: Card 14: Mystery of the Baseball Diamonds (drama)</p> |
| (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8); | <p>Scholastic Reading Skills Kit Science and Technology: Card 24: Athena and Arachne Geography: Card 14: A Fair Share Arts and Entertainment: Card 4: The Prince, the Toad, and the Crumhorn; Card 19: The Day All Books Disappeared Sports and Games: Card 8: Annie and the Babe; Card 23: See You at the Pool! Reading Strategy: Card 12: Understanding Character</p> |
| (I) recognize and analyze story plot, setting, and problem resolution (4-8); and | <p>Scholastic Reading Skills Kit Selected Examples Include: History: Card 2: How Hercules Tricked Atlas Science and Technology: Card 2: Which Way Is Home? Geography: Card 14: A Fair Share Arts and Entertainment: Card 29: A Mad Tea Party Sports and Games: Card 8: Annie and the Babe; Card 23: See You at the Pool! Reading Strategy: Card 12: Understanding Character Reading Strategy: Card 13: Understanding Plot</p> |

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| (J) describe how the author's perspective or point of view affects the text (4-8). | <p>Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt that helps students focus their reading. At the end of the Reading Card, the post-reading Think About It question provides a strategic-reading response prompt to summarize or reflect back on the purpose set on page one.</p> <p>Reading Strategy: Card 11: Understanding Author's Purpose History: Card 16: Words of Truth Geography: Card 7: A Real Hot Time: Journal of a Smoke Jumper Sports and Games: Card 7: Be a Bird Watcher</p> |
| (13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to: | |
| (A) form and revise questions for investigations, including questions arising from interests and units of study (4-5); | <p>Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt that helps students focus their reading. At the end of the Reading Card, the post-reading Think About It question provides a strategic-reading response prompt to summarize or reflect back on the purpose set on page one.</p> |
| (B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8); | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing.</p> |
| (C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8); | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing.</p> |
| (E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8); | <p>Scholastic Reading Skills Kit Selected Examples Include: History: Card 5: Presidential Pets and Kids Science and Technology: Card 1: Rattie to the Rescue Geography: Card 3: Bone Dry Arts and Entertainment: Card 2: First Flute Sports and Games: Card 10: History of Marbles Reading Strategy: Card 8: Understanding Summarizing</p> |
| (F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5); | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing.</p> |

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| (G) draw conclusions from information gathered from multiple sources (4-8); and | Scholastic Reading Skills Kit Selected Examples Include: History: Card 23: Honey Hunt Science and Technology: Card 21: Twisters Geography: Card 6: Three Cheers for Annie Arts and Entertainment: Card 11: Little Owl-Glasses and the Dancing Shoes Sports and Games: Card 13: Grant Hill: Straight Shooter Reading Strategy: Card 1: Understanding Inferences Reading Strategy: Card 9: Understanding Draw Conclusions |
| (15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to: | |
| (A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) write to influence such as to persuade, argue, and request (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) write to inform such as to explain, describe, report, and narrate (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) write to entertain such as to compose humorous poems or short stories (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (E) exhibit an identifiable voice in personal narratives and in stories (4-5); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to: | |
| (A) write legibly by selecting cursive or manuscript as appropriate (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (17) Writing/spelling. The student spells proficiently. The student is expected to: | |
| (A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. In addition, the Word Work section supports this objective. |

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| (C) | use resources to find correct spellings (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) | spell accurately in final drafts (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (18) | Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to: | |
| (A) | use regular and irregular plurals correctly (4-6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) | write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) | employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) | use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (E) | use prepositional phrases to elaborate written ideas (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (F) | use conjunctions to connect ideas meaningfully (4-5); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (G) | write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (H) | write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (19) | Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: | |
| (A) | generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (B) | develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (C) | revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |

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| (D) revise drafts for coherence, progression, and logical support of ideas (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (G) refine selected pieces frequently to "publish" for general and specific audiences (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (H) proofread his/her own writing and that of others (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (20) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to: | |
| (A) apply criteria to evaluate writing (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) respond in constructive ways to others' writings (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) evaluate how well his/her own writing achieves its purposes (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) analyze published examples as models for writing (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to: | |
| (A) frame questions to direct research (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |

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| (B) | organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (D) | summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (F) | evaluate his/her own research and raise new questions for further investigation (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |

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| TEKS | Reading Skills Kit C |
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(a)

Introduction

(1)

In Grade 5, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Fifth grade students can identify a speaker's persuasive technique such as promises, dares, and flattery in presentations. Students read from classic and contemporary selections and informational text. Fifth grade students are able to judge the internal consistency or logic of stories and texts. Students recognize the way an author organizes information and engage in more sophisticated analysis of characters, plots, and settings. Fifth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use conjunctions to connect ideas. Students are able to use literary devices such as suspense, dialogue, and figurative language in their writing. Fifth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Fifth grade students search out multiple texts to complete research reports or projects. Students use visuals to support their research projects.

(2)

For fifth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3)

The essential knowledge and skills as well as the student expectations for Grade 5 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4)

To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 5 as described in subsection (b) of this section.

(5)

To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

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| (b) | Knowledge and Skills. | |
| (6) | Reading/word identification. The student uses a variety of word identification strategies. The student is expected to: | |
| (A) | apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8); | <p>Scholastic Reading Skills Kit Students use structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces structural analysis skills. See for example, History: Card 6: Word Work: Phonics Science and Technology: Card 11: Word Work: Phonics Geography: Card 21: Word Work: Phonics Arts and Entertainment: Card 9: Word Work: Phonics Sports and Games: Card 26: Word Work: Phonics</p> |

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| (B) use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6); and | <p>Scholastic Reading Skills Kit Students use structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces structural analysis skills. See for example, History: Card 13: Word Work: Prefixes <i>re-</i> and <i>un-</i> Science and Technology: Card 19: Word Work: Suffixes <i>-er</i> and <i>-est</i> Geography: Card 22: Word Work: Suffixes <i>-ful</i> and <i>-less</i> Arts and Entertainment: Card 24: Word Work: Prefixes <i>re, inter-</i>, and <i>mono-</i> Sports and Games: Card 15: Roots <i>spect</i> and <i>tract</i></p> |
| (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8). | <p>Scholastic Reading Skills Kit Selected Examples Include: History: Card 10: Word Work: Connotations Science and Technology: Card 7: Word Work: Multiple Meanings Geography: Card 27: Word Work: Connotations Arts and Entertainment: Card 22: Word Work: Multiple Meanings Sports and Games: Card 7: Word Work: Synonyms</p> |
| (7) Reading/fluency. 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) (5); | <p>Scholastic Reading Skills Kit Each Reading Skills Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections.</p> |
| (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; a "typical" 5th grader reads approximately 100 wpm) (5); | <p>Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. There are 10 cards written at each level for each theme.</p> |
| (C) demonstrate characteristics of fluent and effective reading (4-6); | <p>Scholastic Reading Skills Kit Each Reading Skills Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Teachers can use the cards for read aloud opportunities.</p> |
| (D) adjust reading rate based on purposes for reading (4-8); | <p>Scholastic Reading Skills Kit Each Reading Skills Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Students have the opportunity to meet this objective as they evaluate the purposes for each card.</p> |
| (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and | <p>Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. There are 10 cards written at each level for each theme. Teachers can use the cards for read aloud opportunities.</p> |

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| (F) | read silently with increasing ease for longer periods (4-8). | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. Students have the opportunity to meet this objective as they progress through the cards. |
| (8) | Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to: | |
| (A) | read classic and contemporary works (2-8); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Selected Examples Include: History: Card 29: A Midsummer Dream Science and Technology: Card 25: What Goes Up Must Weigh More Geography: Card 23: Riddle Me This! Arts and Entertainment: Card 6: The Turnip Turnabout |
| (B) | select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 8: The Unsinkable TITANIC (nonfiction) Science and Technology: Card 27: Sewed Up His Heart (drama) Geography: Card 5: Maui the Trickster (fiction-legend) Arts and Entertainment: Card 11: Collector's Strike it Rich! (nonfiction) Sports and Games: Card 2: Kelly Fights Back (fiction) |
| (C) | read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8). | Scholastic Reading Skills Kit Each card begins with a Set Your Purpose prompt to help students focus their reading and ends with a post-reading Think About It question. Each Reading Skills Card also includes a Write Now! activity which sometimes ask students to use the selection as a model for his/her own writing. |
| (9) | Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: | |
| (A) | develop vocabulary by listening to selections read aloud (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to develop their sight, reading, and writing vocabulary. |
| (B) | draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to develop meaning necessary for comprehension. |

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| (C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 5: Word Work: Synonyms Science and Technology: Card 18: Word Work: Synonyms Geography: Card 7: Word Work: Synonyms Arts and Entertainment: Card 30: Word Work: Synonyms Sports and Games: Card 12: Word Work: Synonyms |
| (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis -, pre-, and un- (4-8); and | Scholastic Reading Skills Kit Selected Examples Include: History: Card 13: Word Work: Prefixes <i>re-</i> and <i>un-</i> Science and Technology: Card 19: Word Work: Suffixes <i>-er</i> and <i>-est</i> Science and Technology: Card 19: Word Work: Suffixes <i>-er</i> and <i>-est</i> Geography: Card 22: Word Work: Suffixes <i>-ful</i> and <i>-less</i> Arts and Entertainment: Card 24: Word Work: Prefixes <i>re</i> , <i>inter-</i> , and <i>mono-</i> Sports and Games: Card 15: Roots <i>spect</i> and <i>tract</i> |
| (E) study word meanings systematically such as across curricular content areas and through current events (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which provides a systematic word meaning study. |
| (10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: | |
| (A) use his/her own knowledge and experience to comprehend (4-8); | Scholastic Reading Skills Kit Students have the opportunity to integrate prior experiences and to apply knowledge of text information to read each card independently. Each card begins with a Set Your Purpose prompt to help students focus their reading. |
| (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8); | Scholastic Reading Skills Kit Students have the opportunity to integrate prior experiences and to apply knowledge of text information to read each card independently. Each card begins with a Set Your Purpose prompt to help students focus their reading. |
| (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt to help students focus their reading and a post-reading Think About It question. Each card also includes a Check Your Understanding section in which students independently check their comprehension. Questions focus on the target or key strategy and higher-level thinking skills. |

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| (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8); | <p>Scholastic Reading Skills Kit Selected Examples Include: History: Card 2: Let's Talk Science and Technology: Card 25: What Goes Up Must Weigh More Geography: Card 5: Maui the Trickster Arts and Entertainment: Card 10: Painting with Plants Reading Strategy: Card 13: Understanding Plot Reading Strategy: Card 6: Understanding Sequence Reading Strategy: Card 3: Understanding Cause/Effect</p> |
| (F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8); | <p>Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 2: Understanding Main Idea/Details History: Card 10: Long Ago in Timbuktu Science and Technology: Card 2: Cruising on Air Geography: Card 27: Creatures of the Deep Arts and Entertainment: Card 5: Amazing Sports and Games: Card 20: The All-American Game: Lacrosse</p> |
| (G) paraphrase and summarize text to recall, inform, or organize ideas (4-8); | <p>Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 8: Summarize History: Card 28: India Gets the Vote Science and Technology: Card 3: Vitamin C Goes to Sea Geography: Card 20: fighting for Their Lives Sports and Games: Card 9: Flying Friends of the Air Force</p> |
| (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8); | <p>Scholastic Reading Skills Kit The Following Selected Examples Provide Opportunities to Meet this Objective: History: Card 17: Thanksgiving Science and Technology: Card 30: Case of the Pocket Watch Geography: Card 1: How the Stars Got in the Sky Arts and Entertainment: Card 2: Lights, Camera, Yapping! Sports and Games: Card 3: Who Says Ball Games Are for the Birds? Reading Strategy: Card 1: Understanding Inferences Reading Strategy: Card 9: Understanding Draw Conclusions</p> |
| (J) distinguish fact and opinion in various texts (4-8); | <p>Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 10: Fact/Opinion Science and Technology: Card 6: The Bee Factory Geography: Card 9: Cleopatra's City—Lost and Found Arts and Entertainment: Card 24: Rock Around the Clock Sports and Games: Card 13: Check this Out</p> |

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| (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card also includes a Check Your Understanding section in which students independently check their comprehension. Questions focus on the target or key strategy and higher-level thinking skills. |
| (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8). | Scholastic Reading Skills Kit Each Write Now! activity includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to: | |
| (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8); | Scholastic Reading Skills Kit At the end of the Reading Skills Card, the post-reading Think About It question provides a strategic-reading response prompt to summarize or reflect back on the purpose set on page one. In addition, each card includes a Write Now! section which asks students to respond to the selection in writing. |
| (B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. In addition, each selection ends with a Think About It prompt. |
| (C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) connect, compare, and contrast ideas, themes, and issues across text (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to: | |
| (A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5); | Scholastic Reading Skills Kit Selected Examples Include: Science and Technology: Card 15: The Boy Who Asked Questions Geography: Card 28: Why Is the Sea Salty? Arts and Entertainment: Card 8: Why Chickens and Hawks are Enemies Sports and Games: Card 4: How the Beetle Got her Colors Reading Strategy: Card 12: Understanding Character |
| (B) recognize that authors organize information in specific ways (4-5); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 3: A Wall of Horror Science and Technology: Card 11: Outer Space Is Far Out Geography: Card 12: How Maheo Made the World Arts and Entertainment: Card 10: Painting With Plants Sports and Games: Card 22: X-treme Reading Strategy: Card 3: Understanding Cause/Effect Reading Strategy: Card 4: Understanding Problem/Solution Reading Strategy: Card 6: Understanding Sequence |

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| (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8); | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students have the opportunity to inform or persuade using vocabulary for impact. See for example, History: Card 13: Victory at Sea Science and Technology: Card 19: Foods With a Difference Geography: Card 11: Where Wild Things Are Arts and Entertainment: Card 7: Saving the Sphinx Sports and Games: Card 12: Struggle to the Top</p> |
| (D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8); | <p>Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 8: The Unsinkable TITANIC (nonfiction) Science and Technology: Card 27: Sewed Up His Heart (drama) Geography: Card 5: Maui the Trickster (fiction-legend) Arts and Entertainment: Card 11: Collector's Strike it Rich! (nonfiction) Sports and Games: Card 2: Kelly Fights Back (fiction)</p> |
| (G) 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); | <p>Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix of genres. See for example, History: Card 8: The Unsinkable TITANIC (nonfiction) Arts and Entertainment: Card 19: Cartoons Come to Life! Arts and Entertainment: Card 16: How the Eagle Lost Its Feathers Science and Technology: Card 28: Bring on the 'Bots! Geography: Card 11: Where Wild Things Are Science and Technology: Card 27: Sewed Up His Heart (drama)</p> |
| (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8); | <p>Scholastic Reading Skills Kit Selected Examples Include: Science and Technology: Card 15: The Boy Who Asked Questions Geography: Card 28: Why Is the Sea Salty? Arts and Entertainment: Card 8: Why Chickens and Hawks are Enemies Sports and Games: Card 4: How the Beetle Got her Colors Reading Strategy: Card 12: Understanding Character</p> |
| (I) recognize and analyze story plot, setting, and problem resolution (4-8); and | <p>Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 4: Understanding Problem/Solution</p> |

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| (J) | describe how the author's perspective or point of view affects the text (4-8). | <p>Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt that helps students focus their reading. At the end of the Reading Card, the post-reading Think About It question provides a strategic-reading response prompt to summarize or reflect back on the purpose set on page one.</p> <p>Reading Strategy: Card 11: Charting Author's Purpose Arts and Entertainment: Card 22: King Midas and the Golden Touch History: Card 9: Splish Spash</p> |
| (13) | Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to: | |
| (A) | form and revise questions for investigations, including questions arising from interest and units of study (4-5); | <p>Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt that helps students focus their reading. At the end of the Reading Card, the post-reading Think About It question provides a strategic-reading response prompt to summarize or reflect back on the purpose set on page one.</p> |
| (B) | use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8); | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing.</p> |
| (C) | use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8); | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing.</p> |
| (E) | summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8); | <p>Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 8: Understanding Summarizing History: Card 28: India Gets the Vote Science and Technology: Card 9: How Flying Fish Came to Be Geography: Card 29: The Story that Stretched Sports and Games: Card 9: Flying Friends of the Air Force</p> |
| (F) | produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5); | <p>Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing.</p> |

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| (G) | draw conclusions from information gathered from multiple sources (4-8); and | Scholastic Reading Skills Kit Selected Examples Include: History: Card 17: Thanksgiving Science and Technology: Card 30: Case of the Pocket Watch Geography: Card 1: How the Stars Got in the Sky Arts and Entertainment: Card 2: Lights, Camera, Yapping! Sports and Games: Card 3: Who Says Ball Games Are for the Birds? Reading Strategy: Card 1: Understanding Inferences Reading Strategy: Card 9: Understanding Draw Conclusions |
| (15) | Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to: | |
| (A) | write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) | write to influence such as to persuade, argue, and request (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) | write to inform such as to explain, describe, report, and narrate (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) | write to entertain such as to compose humorous poems or short stories (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (E) | exhibit an identifiable voice in personal narratives and in stories (4-5); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (F) | choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (G) | use literary devices effectively such as suspense, dialogue, and figurative language (5-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (16) | Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to: | |
| (A) | write legibly by selecting cursive or manuscript as appropriate (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) | capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (17) | Writing/spelling. The student spells proficiently. The student is expected to: | |

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| (A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. In addition, the Word Work section supports this objective. |
| (C) use resources to find correct spellings (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) spell accurately in final drafts (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to: | |
| (A) use regular and irregular plurals correctly (4-6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (E) use prepositional phrases to elaborate written ideas (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (F) use conjunctions to connect ideas meaningfully (4-5); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (H) write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?" (4-5). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: | |
| (A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |

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| (B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (D) revise drafts for coherence, progression, and logical support of ideas (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (G) refine selected pieces frequently to "publish" for general and specific audiences (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (H) proofread his/her own writing and that of others (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (20) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to: | |
| (A) apply criteria to evaluate writing (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (B) respond in constructive ways to others' writing (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |

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| (C) | evaluate how well his/her own writing achieves its purposes (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (D) | analyze published examples as models for writing (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (E) | review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (21) | Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to: | |
| (A) | frame questions to direct research (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) | organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (D) | summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (F) | evaluate his/her own research and raise new questions for further investigation (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |

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(a)
Introduction.

(1)
In Grade 6, students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students take notes during oral presentations and organize and summarize spoken messages. Students evaluate their own oral presentations. Sixth grade students read widely in classic and contemporary selections and informational texts. Students are able to understand idioms, multi-meaning words, and analogies in text. Students can distinguish denotative and connotative meanings of words and use word origins as an aid to understand historical influences on word meanings. Students use study strategies to learn and recall important ideas. Students recognize literary devices such as flashback, foreshadowing, and symbolism. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives. Sixth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Students search out multiple texts to complete research reports and projects. Sixth grade students evaluate the purposes and effects of film, print, and technology presentations. Students assess how language, medium, and presentation contribute to meaning.

(2)
For sixth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3)
The essential knowledge and skills as well as the student expectations for Grade 6 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4)
To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at Grade 6 as described in subsection (b) of this section.

(5)
To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

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| (b) | Knowledge and Skills. | |
| (6) | Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to: | |
| (A) | apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8); | Scholastic Reading Skills Kit Students use structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces structural analysis skills. |

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| (B) use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6); and | Scholastic Reading Skills Kit Students use structural analysis skills to decode words on each Reading Skills Card. In addition, the Word Work section of each card reinforces structural analysis skills. See for example, History: Card 7: Word Work: Prefixes <i>tri-</i> , <i>centi-</i> , <i>mono-</i> , <i>milli-</i> , and <i>quad-</i> Science and Technology: Card 2: Word Work: Suffixes <i>-ist</i> , <i>-er</i> , <i>-or</i> , <i>-ian</i> , and <i>-ent</i> Geography: Card 22: Word Work: Suffixes <i>-ist</i> , <i>-er</i> , <i>-or</i> , <i>-ist</i> , <i>-ian</i> , and <i>-ent</i> Arts and Entertainment: Card 2: Word Work: Prefixes <i>centi-</i> , <i>mono-</i> , <i>milli-</i> , and <i>quadr-</i> Sports and Games: Card 4: Word Work: Suffixes <i>-able</i> and <i>-ible</i> |
| (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to develop meaning necessary for comprehension. |
| (7) Reading/fluency. 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) (6); | Scholastic Reading Skills Kit Each Reading Skills Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. |
| (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) (6); | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. There are 10 cards written at each level for each theme. |
| (C) demonstrate characteristics of fluent and effective readers (4-6); | Scholastic Reading Skills Kit Each Reading Skills Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Teachers can use the cards for read aloud opportunities. |
| (D) adjust reading rate based on purposes for reading (4-8); | Scholastic Reading Skills Kit Each Reading Skills Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Students have the opportunity to meet this objective as they evaluate the purposes for each card. |
| (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. There are 10 cards written at each level for each theme. Teachers can use the cards for read aloud opportunities. |
| (F) read silently with increasing ease for longer periods (4-8). | Scholastic Reading Skills Kit The Reading Skills Cards for each kit are written at three reading levels: low, average, and high. Students have the opportunity to meet this objective as they progress through the cards. |
| (8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to: | |

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| (A) read classic and contemporary works (2-8); | Scholastic Reading Skills Kit Selected Examples Include: Arts and Entertainment: Card 10: One Man's Horse: A Turkish Folktale Sports and Games: Card 9: Into the Woods |
| (B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. Students have the opportunity to select the selections they wish. |
| (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and | Scholastic Reading Skills Kit Each card begins with a Set Your Purpose prompt to help students focus their reading and ends with a post-reading Think About It question. Each Reading Skills Card also includes a Write Now! activity which sometimes ask students to use the selection as a model for his/her own writing. |
| (9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: | |
| (A) develop vocabulary by listening to selections read aloud (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to develop their sight, reading, and writing vocabulary. |
| (B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which students use context clues to develop meaning necessary for comprehension. In addition, many Word Work activities focus on idioms, multiple-meaning words, and analogies. See for example, Science and Technology: Card 3: Word Work: Connotation Science and Technology: Card 3: Word Work: Idiom |
| (C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 28: Word Work: Synonyms Science and Technology: Card 15: Word Work: Multiple Meaning Words Geography: Card 5: Word Work: Synonyms |
| (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis -, pre- or un- (4-8); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 7: Word Work: Prefixes <i>tri-</i> , <i>centi-</i> , <i>mono-</i> , <i>milli-</i> , and <i>quad-</i> Science and Technology: Card 2: Word Work: Suffixes - <i>ist</i> , - <i>er</i> , - <i>or</i> , - <i>ian</i> , and - <i>ent</i> Geography: Card 22: Word Work: Suffixes - <i>ist</i> , - <i>er</i> , - <i>or</i> , - <i>ist</i> , - <i>ian</i> , and - <i>ent</i> Arts and Entertainment: Card 2: Word Work: Prefixes <i>centi-</i> , <i>mono-</i> , <i>milli-</i> , and <i>quadr-</i> Sports and Games: Card 4: Word Work: Suffixes - <i>able</i> and - <i>ible</i> |

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| (E) study word meanings systematically such as across curricular content areas and through current events (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Vocabulary section in which provides a systematic word meaning study. |
| (F) distinguish denotative and connotative meanings (6-8); and | Scholastic Reading Skills Kit Selected Examples Include: Science and Technology: Card 3: Word Work: Connotation Sports and Games: Card 20: Word Work: Connotation |
| (G) use word origins as an aid to understanding historical influences on English word meanings (6-8). | Scholastic Reading Skills Kit Selected Examples Include: Science and Technology: Card 28: Word Work: Greek and Latin Roots Sports and Games: Card 18: Word Work: Greek and Latin Roots |
| (10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: | |
| (A) use his/her own knowledge and experience to comprehend (4-8); | Scholastic Reading Skills Kit Students have the opportunity to integrate prior experiences and to apply knowledge of text information to read each card independently. Each card begins with a Set Your Purpose prompt to help students focus their reading. |
| (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8); | Scholastic Reading Skills Kit Students have the opportunity to integrate prior experiences and to apply knowledge of text information to read each card independently. Each card begins with a Set Your Purpose prompt to help students focus their reading. |
| (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt to help students focus their reading and a post-reading Think About It question. Each card also includes a Check Your Understanding section in which students independently check their comprehension. Questions focus on the target or key strategy and higher-level thinking skills. |
| (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8); | Scholastic Reading Skills Kit Science and Technology: Card 7: Scum Energy; Card 16: Pesticides: A Complex Problem Geography: Card 10: Trapped by the Ice; Card 12: Making a Difference; Card 20: Hawaiian Paradise Lost Arts and Entertainment: Card 10: One Man's Horse: A Turkish Folktale Sports and Games: Card 9: Into the Woods Reading Strategy: Card 4: Understanding Problem/Solution |

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| (F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8); | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 2: Understanding Main Idea/Details History: Card 26: the Seven Wonders of the World Sports and Games: Card 17: Return to Sender |
| (G) paraphrase and summarize text to recall, inform, or organize ideas (4-8); | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 8: Understanding Summarizing Arts and Entertainment: Card 10: A Russian Surprise Geography: Card 16: Paddlefish, Pandas, and Their Pals |
| (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8); | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 1: Understanding Inferences Reading Strategy: Card 9: Understanding Draw Conclusions History: Card 19: The Mystery of Roanoke Island Arts and Entertainment: Card 2: The Scariest Night Geography: Card 3: The Animals of Arctic Tundra |
| (I) find similarities and differences across texts such as in treatment, scope, or organization (4-8); | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 7: Understanding Compare/Contrast Science and Technology: Card 14: A Home in Space Sports and Games: Card 26: A New Kind of Dog |
| (J) distinguish fact and opinion in various texts (4-8); | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 10: Understanding Fact/Opinion History: Card 19: The Mystery of Roanoke Island Arts and Entertainment: Card 15: Sculptures in the Subway? History: Card 5: Searching for the "Real" King Arthur |
| (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card also includes a Check Your Understanding section in which students independently check their comprehension. Questions focus on the target or key strategy and higher-level thinking skills. |
| (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and | Scholastic Reading Skills Kit Each Write Now! activity includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to: | |
| (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8); | Scholastic Reading Skills Kit At the end of the Reading Skills Card, the post-reading Think About It question provides a strategic-reading response prompt to summarize or reflect back on the purpose set on page one. In addition, each card includes a Write Now! section which asks students to respond to the selection in writing. |

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| (B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) connect, compare, and contrast ideas, themes, and issues across text (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to: | |
| (A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students have the opportunity to inform or persuade using vocabulary for impact. See for example, History: Card 13: Victory at Sea Science and Technology: Card 19: Foods With a Difference Geography: Card 11: Where Wild Things Are Arts and Entertainment: Card 7: Saving the Sphinx Sports and Games: Card 12: Struggle to the Top |
| (B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix on nonfiction and fiction reading selections. See for example, History: Card 1: One City—Two Continents (nonfiction) Science and Technology: Card 2: Take a Tour Through Mammoth Cave (fiction) Geography: Card 1: Song of a Glacier (poem) Arts and Entertainment: Card 10: One Man's Horse (folktale) Sports and Games: Card 18: Tiger Cub (biography) |
| (E) 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); | Scholastic Reading Skills Kit The Kit includes 150 Reading Skills Cards divided into five topic areas with 30 cards each. Within each theme, there is a mix of genres. See for example, History: Card 1: One City—Two Continents (nonfiction) Science and Technology: Card 2: Take a Tour Through Mammoth Cave (fiction) Geography: Card 1: Song of a Glacier (poem) Arts and Entertainment: Card 10: One Man's Horse (folktale) Sports and Games: Card 18: Tiger Cub (biography) |

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| (F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8); | Scholastic Reading Skills Kit Selected Examples Include: Arts and Entertainment: Card 14: The Dragon on the Roof Sports and Games: Card 11: Flying Boy Reading Strategy: Card 12: Understanding Character |
| (G) recognize and analyze story plot, setting, and problem resolution (4-8); | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 4: Understanding Problem/Solution Reading Strategy: Card 13: Understanding Plot Arts and Entertainment: Card 29: The Mousetrap Science and Technology: Card 7: Scum Energy Geography: Card 6: Buying the Shade: A Korean Folktale Sports and Games: Card 9: Into the Woods! |
| (H) describe how the author's perspective or point of view affects the text (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt that helps students focus their reading. At the end of the Reading Card, the post-reading Think About It question provides a strategic-reading response prompt to summarize or reflect back on the purpose set on page one. Reading Strategy: Card 11: Charting Author's Purpose Geography: Card 20: Hawaiian Paradise Lost History: Card 17: Gung Hay Fat Choy |
| (I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8); | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 3: Cause/Effect Science and Technology: Card 3: Fire in Their Eyes History: Card 4: The California Gold Rush Reading Strategy: Card 5: Understanding Categorizing Arts and Entertainment: Card 19: Mind Games Geography: Card 13: Deserts Aren't All That Hot |
| (K) recognize how style, tone, and mood contribute to the effect of the text (6-8). | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 14: Understanding Setting/Mood Arts and Entertainment: Card 12: Composer to the Stars Geography: Card 1: Song of a Glacier |
| (13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to: | |
| (A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8); | Scholastic Reading Skills Kit Each Reading Skills Card begins with a Set Your Purpose prompt that helps students focus their reading. At the end of the Reading Card, the post-reading Think About It question provides a strategic-reading response prompt to summarize or reflect back on the purpose set on page one. |

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| (B) | use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Each section includes a graphic organizer to help students plan and organize their thoughts before writing. |
| (C) | use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (E) | summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8); | Scholastic Reading Skills Kit Selected Examples Include: Reading Strategy: Card 8: Understanding Summarizing Arts and Entertainment: Card 8: a Russian Surprise Geography: Card 16: Paddlefish, Pandas, and Their Pals |
| (F) | produce research projects and reports in effective formats for various audiences (6-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (G) | draw conclusions from information gathered from multiple sources (4-8); | Scholastic Reading Skills Kit Selected Examples Include: History: Card 19: The Mystery of Roanoke Island Geography: Card 3: The Animals of the Arctic Tundra Reading Strategy: Card 9: Understanding Draw Conclusions |
| (I) | present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8), | Scholastic Reading Skills Kit Selected Examples Include: History: Card 3: Write Now!: Speech Geography: Card 16: Write Now!: Speech |
| (15) | Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to: | |
| (A) | write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) | write to influence such as to persuade, argue, and request (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) | write to inform such as to explain, describe, report, and narrate (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) | write to entertain such as to compose humorous poems or short stories (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (E) | select and use voice and style appropriate to audience and purpose (6-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (F) | choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |

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| (G) | use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (H) | produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (16) | Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to: | |
| (A) | write legibly by selecting cursive or manuscript as appropriate (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) | capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) | write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) | write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. In addition, the Word Work section supports this objective. |
| (E) | use resources to find correct spellings (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (F) | spell accurately in final drafts (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (G) | understand the influence of other languages and cultures on the spelling of English words (6-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (17) | Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to: | |
| (A) | use regular and irregular plurals correctly (4-6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) | write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) | use conjunctions to connect ideas meaningfully (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) | use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |

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| (E) | use prepositional phrases to elaborate written ideas (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (F) | employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (G) | use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (H) | write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (I) | write with increasing accuracy when using pronoun case such as "He and they joined him." (6-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (18) | Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: | |
| (A) | generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (B) | develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (C) | revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (D) | revise drafts for coherence, progression, and logical support of ideas (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (E) | edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (F) | use available technology to support aspects of creating, revising, editing, and publishing texts (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |

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| (G) | refine selected pieces frequently to "publish" for general and specific audiences (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (H) | proofread his/her own writing and that of others (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (I) | select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. Students are encouraged to use the writing process in their writing. |
| (19) | Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to: | |
| (A) | apply criteria to evaluate writing (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (B) | respond in constructive ways to others' writings (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (C) | evaluate how well his/her own writing achieves its purposes (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (D) | analyze published examples as models for writing (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (E) | review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which provides the opportunity to meet this objective. |
| (20) | Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to: | |
| (A) | frame questions to direct research (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (B) | organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (D) | summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8); | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |
| (F) | evaluate his/her own research and raise new questions for further investigation (4-8); and | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |

**Scholastic's Reading Skills Kits
correlated to the
Texas Essential Knowledge and Skills
Grade 6**

| TEKS | | Reading Skills Kit D |
|-------------|--|--|
| (G) | follow accepted formats for writing research, including documenting sources (6-8). | Scholastic Reading Skills Kit Each Reading Skills Card includes a Write Now! section which asks students to respond to the selection in writing. |