

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

TEKS	Courtside Reading 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)

For third 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 3 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 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.
(1)	Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:

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(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	The <i>Go Courtside!</i> Interview Screen activities support this objective.
(D) listen critically to interpret and evaluate (K-3);	The <i>Go Courtside!</i> Interview Screen activities support this objective.
(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:	
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> offer students opportunities to meet this objective.
(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> offer students opportunities to meet this objective.
(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);	<i>Courtside Reading Cards</i> support this objective,
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> offer students opportunities to meet this objective.
(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:	
(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> offer students opportunities to meet this objective.
(B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> offer students opportunities to meet this objective.
(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);	Vocabulary exercises on the <i>Go Courtside!</i> Press Kit Screen support this objective.
(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> Press Kit Screen activities support this objective.
(C) identify multisyllabic words by using common syllable patterns (1-3);	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> Press Kit activities support this objective.
(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities support this objective.
(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> support this objective.
(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities support this objective.

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(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) (3); <i>Courtside Reading Library</i> selections support this objective.
(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); <i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(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 <i>Courtside Reading Library</i> selections provide opportunities to meet this objective.
(E)	read silently for increasing periods of time (2-3). <i>Courtside Reading Library</i> selections provide opportunities to meet this objective.
(7)	Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:
(C)	read to accomplish various purposes, both assigned and self-selected (2-3). <i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(8)	Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:
(B)	develop vocabulary through reading (2-3); <i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, Reporter's Assignments, and the <i>Go Courtside!</i> Press Kit support this objective.
(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 Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> support this objective.
(D)	demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3). Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> support 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); Each <i>Courtside Reading Card</i> provides opportunities for students to use prior knowledge to anticipate meaning and make sense of texts.
(B)	establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3); Each <i>Courtside Reading Card</i> provides opportunities for students to establish purposes for reading.
(C)	retell or act out the order of important events in stories (K-3); <i>Go Courtside!</i> Practice Session Templates provide opportunities to meet this objective.

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(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);	<i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p><i>Courtside Reading Cards:</i> <u>Cause and Effect:</u> Basketball Greats: Card 5: Wilt Chamberlain Behind the Scenes: Card 11: Carolyn Beck Values In Action: Card 25: Brevin Knight Community Involvement: Card 33: Vince Carter</p> <p><u>Make Inferences:</u> Basketball Greats: Card 3: Julius Irving Behind the Scenes: Card 18: David Stern Values in Action: Card 28: Allan Houston Community Involvement: Card 40: Vlade Divac</p> <p><u>Draw Conclusions:</u> Basketball Greats: Card 10: Carol Blazejowski Behind the Scenes: Card 15: Monique Miles Values in Action: Card 21: Cynthia Cooper/Sheryl Swoopes Community Involvement: Card 37: Mitch Richmond</p> <p>In addition, <i>Go Courtside !Practice Session Templates</i> support this objective.</p>
(H) produce summaries of text selections (2-3);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p><i>Courtside Reading Cards:</i> <u>Summarize</u> Basketball Greats: Card 3: Julius Irving Behind the Scenes: Card 11: Carolyn Beck Values In Action: Card 23: Teresa Weatherspoon Community Involvement: Card 38: Jennifer Azzi</p> <p>In addition, <i>Go Courtside !Practice Session Templates</i> support this objective.</p>
(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	<p><i>Go Courtside!</i> BLM Write It Up and Research Reporter's Assignments support this objective.</p> <p>In addition, graphic organizers can be easily used with the <i>Courtside Reading Cards</i>.</p>

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(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and	<p>Selected Examples Include:</p> <p><u>Courtside Reading Cards:</u> Fact/Opinion: Basketball Greats: Card 1: Isiah Thomas Behind the Scenes: Card 15: Monique Miles Values in Action: Card 22: Larry Hughes Community Involvement: Card 31: Dikembe Mutombo</p> <p>In addition, <i>Go Courtside!</i> Practice Session Templates support this objective.</p>
(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).	<p>Selected Examples Include:</p> <p><u>Courtside Reading Cards</u> Basketball Greats: Card 9: Cheryl Miller Behind the Scenes: Card 16: Nat Butler Values in Action: Card 30: Grant Hill Community Involvement: Card 33: Vince Carter</p> <p>In addition, <i>Go Courtside!</i> Practice Session Templates support this objective</p>
(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);	<i>Go Courtside!</i> BLM Write It Up Reporter's Assignments, located in the Teacher's Resource Book, support this objective.
(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);	Classroom Presentation Projects such as the <u>Sportscast and Awards Ceremony</u> and the <i>Go Courtside!</i> BLM Write It Up Reporter's Assignments support this objective.
(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);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(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);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(B) use alphabetical order to locate information (1-3);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective

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(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3);	<i>Go Courtside!</i> Practice Session Templates and Research Project BLMs support this objective
(F) locate and use important areas of the library media center (2-3);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(G) organize information in systematic ways, including notes, charts, and labels (3);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective In addition, Classroom Presentation Projects such as the <u>Sportscast</u> , <u>Basketball Art Exhibit</u> , and <u>Awards Ceremony</u> offer students opportunities to meet this objective.
(I) use compiled information and knowledge to raise additional, unanswered questions (3); and	<i>Go Courtside!</i> Research Project BLMs for each player provide opportunities to meet this objective
(J) draw conclusions from information gathered (K-3).	<i>Go Courtside!</i> Research Project BLMs for each player provide opportunities to meet this objective
(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:	
(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);	The <i>Go Courtside!</i> Write It Up BLMs for each player support this objective.
(B) write to discover, develop, and refine ideas (1-3);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(C) write to communicate with a variety of audiences (1-3); and	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support 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).	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(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	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.

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(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).	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(B) spell multisyllabic words using regularly spelled phonogram patterns (3);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(F) write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(G) spell words ending in -tion and -sion such as station and procession (3); and	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(H) use resources to find correct spellings, synonyms, or replacement words (1-3).	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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(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); The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(B)	use singular and plural forms of regular nouns and adjust verbs for agreement (3); The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C)	compose elaborated sentences in written texts and use the appropriate end punctuation (3); The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D)	compose sentences with interesting, elaborated subjects (2-3); and The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide 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). The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide 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); The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(B)	develop drafts (1-3); The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C)	revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3); The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:	
(D) use published pieces as models for writing (2-3); and	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Research Project BLMs for each player provide opportunities 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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TEKS	Courtside Reading A
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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)

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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.	
(1)	Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	
(A)	determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	The <i>Go Courtside!</i> Interview Screen activities support this objective.

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(B)	eliminate barriers to effective listening (4-8); and	The <i>Go Courtside!</i> Interview Screen activities provide opportunities to meet this objective.
(C)	understand the major ideas and supporting evidence in spoken messages (4-8).	The <i>Go Courtside!</i> Interview Screen activities provide opportunities to meet this objective.
(2)	Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:	
(A)	interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);	The <i>Go Courtside!</i> Interview Screen activities support this objective.
(C)	distinguish between the speaker's opinion and verifiable fact (4-8); and	The <i>Go Courtside!</i> Interview Screen activities provide opportunities to meet this objective.
(D)	monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).	The <i>Go Courtside!</i> Interview Screen activities support this objective.
(3)	Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:	
(4)	Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
(A)	connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);	The <i>Go Courtside!</i> Interview Screen activities provide opportunities to meet this objective.
(5)	Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:	
(A)	adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(B)	demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> offer students opportunities to meet this objective.
(D)	use effective rate, volume, pitch, and tone for the audience and setting (4-8);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> offer students opportunities to meet this objective.
(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);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> support this objective.
(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	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities support this objective.
(C)	locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities support this objective.
(7)	Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	

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TEKS	Courtside Reading A
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);	<i>Courtside Reading Library</i> selections support this objective.
(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);	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(C) demonstrate characteristics of fluent and effective reading (4-6);	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(D) adjust reading rate based on purposes for reading (4-8);	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities provide opportunities to meet this objective.
(F) read silently with increasing ease for longer periods (4-8).	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and	<i>Courtside Reading Library</i> selections provide opportunities to meet this objective.
(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).	<i>Courtside Reading Cards</i> , <i>Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> support this objective.
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> provide opportunities to meet this objective.
(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	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities support this objective.
(E) study word meanings systematically such as across curricular content areas and through current events (4-8).	<i>Go Courtside!</i> Research Project BLM Reporter Assignments provide opportunities to meet this objective.
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	

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correlated to the
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TEKS	Courtside Reading A
(A) use his/her own knowledge and experience to comprehend (4-8);	<i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities provide opportunities to meet this objective.
(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);	Each <i>Courtside Reading Card</i> provides opportunities for students to establish purposes for 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);	<i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(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>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Courtside Reading Cards: <u>Cause and Effect:</u> Basketball Greats: Card 5: Wilt Chamberlain Behind the Scenes: Card 11: Carolyn Beck Values In Action: Card 25: Brevin Knight Community Involvement: Card 33: Vince Carter</p> <p><u>Sequence:</u> Basketball Greats: Card 9: Cheryl Miller Behind the Scenes: Card 12: Carolyn Griffiths Values in Action: Card 24: Kobe Bryant Community Involvement: Card 32: Keith Van Horn</p> <p>In addition, <i>Go Courtside!</i> Practice Session Templates support this objective.</p>
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	<p>The Following Selected Matches Support this Objective:</p> <p>Courtside Reading Cards: <u>Main Idea/Details</u> Basketball Greats: Card 3: Julius Irving Behind the Scenes: Card 11: Carolyn Beck Values In Action: Card 23: Teresa Weatherspoon Community Involvement: Card 36: Ray Allen</p> <p>In addition, <i>Go Courtside!</i> Practice Session Templates support this objective.</p>

**Scholastic’s Courtside Reading
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TEKS	Courtside Reading A
(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Courtside Reading Cards: <u>Summarize</u> Basketball Greats: Card 3: Julius Irving Behind the Scenes: Card 11: Carolyn Beck Values In Action: Card 23: Teresa Weatherspoon Community Involvement: Card 38: Jennifer Azzi</p> <p>In addition, <i>Go Courtside</i> /Practice Session Templates support this objective.</p>
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	<p>The Following Selected Examples Provide Opportunities to Meet this Objective:</p> <p>Courtside Reading Cards: <u>Draw Conclusions:</u> Basketball Greats: Card 10: Carol Blazejowski Behind the Scenes: Card 15: Monique Miles Values in Action: Card 21: Cynthia Cooper/Sheryl Swoopes Community Involvement: Card 37: Mitch Richmond</p> <p>In addition, <i>Go Courtside</i> /Practice Session Templates support this objective.</p>
(J) distinguish fact and opinion in various texts (4-8);	<p>Selected Examples Include:</p> <p><u>Courtside Reading Cards:</u> Fact/Opinion: Basketball Greats: Card 1: Isiah Thomas Behind the Scenes: Card 15: Monique Miles Values in Action: Card 22: Larry Hughes Community Involvement: Card 31: Dikembe Mutombo</p> <p>In addition, <i>Go Courtside</i> /Practice Session Templates support this objective.</p>
(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	<p>Selected Examples Include:</p> <p><u>Courtside Reading Cards</u> Basketball Greats: Card 9: Cheryl Miller Behind the Scenes: Card 16: Nat Butler Values in Action: Card 30: Grant Hill Community Involvement: Card 33: Vince Carter</p> <p>In addition, <i>Go Courtside</i> /Practice Session Templates and BLM Research Project and Write It Up Reporter’s Assignments support this objective</p>

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TEKS	Courtside Reading A
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	Graphic organizers can be easily used with the <i>Courtside Reading Cards</i> . In addition, Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> and the <i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments support this objective.
(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);	<i>Go Courtside!</i> BLM Write It Up Reporter's Assignments, located in the Teacher's Resource Book, support this objective.
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);	<i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments, located in the Teacher's Resource Book, support this objective. In addition, Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> and the <i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments support this objective.
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	<i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments, located in the Teacher's Resource Book, support this objective.
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	
(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(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);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective

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Texas Essential Knowledge and Skills
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TEKS	Courtside Reading A
(F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective Classroom Presentation Projects such as the <u>Sportscast</u> , <u>Basketball Art Exhibit</u> , and <u>Awards Ceremony</u> offer students opportunities to meet this objective.
(G) draw conclusions from information gathered from multiple sources (4-8); and	<i>Go Courtside!</i> Research Project BLMs for each player provide opportunities to meet this objective
(H) use compiled information and knowledge to raise additional, unanswered questions (3-8).	<i>Go Courtside!</i> Research Project BLMs for each player provide opportunities to meet this objective
(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
(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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(B) write to influence such as to persuade, argue, and request (4-8);	The <i>Go Courtside!</i> Write It Up BLMs for each player provide opportunities to meet this objective.
(C) write to inform such as to explain, describe, report, and narrate (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(D) write to entertain such as to compose humorous poems or short stories (4-8);	The <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(E) exhibit an identifiable voice in personal narratives and in stories (4-5); and	The <i>Go Courtside!</i> Write It Up BLMs for each player support this objective.
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5).	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support 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).	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(17) Writing/spelling. The student spells proficiently. The student is expected to:	

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Texas Essential Knowledge and Skills
Grade 4

TEKS	Courtside Reading A
(A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C) use resources to find correct spellings (4-8); and	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D) spell accurately in final drafts (4-8).	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(E) use prepositional phrases to elaborate written ideas (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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Texas Essential Knowledge and Skills
Grade 4

TEKS	Courtside Reading A
(F) use conjunctions to connect ideas meaningfully (4-5);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5).	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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

TEKS	Courtside Reading A
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(H) proofread his/her own writing and that of others (4-8); and	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Research Project BLMs for each player provide opportunities 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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(E) present information in various forms using available technology (4-8); and	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and	The <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:	

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

TEKS		Courtside Reading A
(B)	interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and	The <i>Go Courtside!</i> Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C)	use media to compare ideas and points of view (4-8).	The <i>Go Courtside!</i> Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(25)	Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:	
(A)	select, organize, or produce visuals to complement and extend meanings (4-8); and	The <i>Go Courtside!</i> Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(B)	produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).	The <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support objective.

**Scholastic’s Courtside Reading
correlated to the
Texas Essential Knowledge and Skills
Grade 5**

TEKS	Courtside Reading B
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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.

(b)	Knowledge and Skills.	
(1)	Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	
(A)	determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	The <i>Go Courtside!</i> Interview Screen activities support this objective.
(B)	eliminate barriers to effective listening (4-8); and	The <i>Go Courtside!</i> Interview Screen activities provide opportunities to meet this objective.

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TEKS		Courtside Reading B
(C)	understand the major ideas and supporting evidence in spoken messages (4-8).	The <i>Go Courtside!</i> Interview Screen activities support this objective.
(2)	Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:	
(A)	interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);	The <i>Go Courtside!</i> Interview Screen activities provide opportunities to meet this objective.
(5)	Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:	
(A)	adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(B)	demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(D)	use effective rate, volume, pitch, and tone for the audience and setting (4-8);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(F)	clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(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);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> support this objective.
(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	Vocabulary exercises on the <i>Go Courtside!</i> Press Kit Screen support this objective.
(C)	locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> support this objective.
(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);	<i>Courtside Reading Library</i> selections support this objective.
(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);	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(D)	adjust reading rate based on purposes for reading (4-8);	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities provide opportunities to meet this objective.
(E)	read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities provide opportunities to meet this objective.

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TEKS		Courtside Reading B
(F)	read silently with increasing ease for longer periods (4-8).	<i>Courtside Reading Library</i> selections provide opportunities to meet this objective.
(8)	Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
(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).	<i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(9)	Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
(B)	draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> provide opportunities to meet this objective.
(C)	use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> provide opportunities to meet this objective.
(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	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> provide opportunities to meet this objective.
(E)	study word meanings systematically such as across curricular content areas and through current events (4-8).	<i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities provide opportunities to meet this objective.
(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);	Each <i>Courtside Reading Card</i> provides opportunities for students to use prior knowledge to anticipate meaning and make sense of texts.
(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);	Each <i>Courtside Reading Card</i> provides opportunities for students to establish purposes for 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);	<i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities support this objective.

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TEKS	Courtside Reading B
(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>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Courtside Reading Cards: <u>Cause and Effect:</u> Basketball Greats: Card 1: Larry Bird Behind the Scenes: Card 11: Paul Silas Values In Action: Card 25: Yolanda Griffith Community Involvement: Card 33: Jason Kidd</p> <p><u>Sequence:</u> Basketball Greats: Card 9: Nancy Lieberman-Cline Behind the Scenes: Card 11: Paul Silas Values in Action: Card 25: Yolanda Griffith Community Involvement: Card 36: Toni Kukoc</p> <p>In addition, <i>Go Courtside</i> /Practice Session Templates support this objective.</p>
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	<p>The Following Selected Matches Support this Objective:</p> <p>Courtside Reading Cards: <u>Main Idea/Details</u> Basketball Greats: Card 3: Nate Archibald Behind the Scenes: Card 11: Paul Silas Values In Action: Card 28: Eva Nemcova Community Involvement: Card 31: Brian Grant</p> <p>In addition, <i>Go Courtside</i> /Practice Session Templates support this objective.</p>
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Courtside Reading Cards: <u>Summarize</u> Basketball Greats: Card 5: Connie Hawkins Behind the Scenes: Card 18: Val Ackerman Values In Action: Card 25: Yolanda Griffith Community Involvement: Card 38: Katie Smith</p> <p>In addition, <i>Go Courtside</i> /Practice Session Templates support this objective.</p>

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(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	<p>The Following Selected Examples Provide Opportunities to Meet this Objective:</p> <p>Courtside Reading Cards: <u>Draw Conclusions:</u> Basketball Greats: Card 1: Larry Bird Behind the Scenes: Card 15: Lori Montgomery Values in Action: Card 22: Nykesha Sales Community Involvement: Card 34: Antawn Jamison</p> <p>In addition, <i>Go Courtside!</i> Practice Session Templates support this objective.</p>
(J) distinguish fact and opinion in various texts (4-8);	<p>Selected Examples Include:</p> <p>Courtside Reading Cards: <u>Fact/Opinion:</u> Basketball Greats: Card 7: Oscar Robertson Behind the Scenes: Card 16: Andrew Bernstein Values in Action: Card 21: Karl Malone/John Stockton Community Involvement: Card 31: Brian Grant</p> <p>In addition, <i>Go Courtside!</i> Practice Session Templates support this objective.</p>
(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	<p>Selected Examples Include:</p> <p><u>Courtside Reading Cards</u> Basketball Greats: Card 6: Willie Reed Behind the Scenes: Card 17: Alicia Parker Values in Action: Card 29: Reggie Miller Community Involvement: Card 32: Lisa Leslie</p> <p>In addition, <i>Go Courtside!</i> Practice Session Templates support this objective</p>
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	<p>Graphic organizers can be easily used with the <i>Courtside Reading Cards</i>.</p> <p>In addition, Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> and the <i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments support this objective.</p>
(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);	<i>Go Courtside!</i> BLM Write It Up Reporter's Assignments, located in the Teacher's Resource Book, support this objective.

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TEKS	Courtside Reading B
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	<i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments, located in the Teacher's Resource Book, support this objective. In addition, Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> and the <i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments support this objective.
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	<i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments, located in the Teacher's Resource Book, support this objective.
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	
(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(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);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(D) interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(F) produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(G) draw conclusions from information gathered from multiple sources (4-8); and	<i>Go Courtside!</i> Research Project BLMs for each player provide opportunities to meet this objective
(H) use compiled information and knowledge to raise additional, unanswered questions (3-8).	<i>Go Courtside!</i> Research Project BLMs for each player provide opportunities to meet this objective
(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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(B) write to influence such as to persuade, argue, and request (4-8);	The <i>Go Courtside!</i> Write It Up BLMs for each player provide opportunities to meet this objective.

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TEKS	Courtside Reading B
(C) write to inform such as to explain, describe, report, and narrate (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(D) write to entertain such as to compose humorous poems or short stories (4-8);	The <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(E) exhibit an identifiable voice in personal narratives and in stories (4-5);	The <i>Go Courtside!</i> Write It Up BLMs for each player support 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	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8).	The <i>Go Courtside!</i> Write It Up BLMs for each player and the <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support 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	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support 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).	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support 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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C) use resources to find correct spellings (4-8); and	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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(D)	spell accurately in final drafts (4-8).	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(B)	write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D)	use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(E)	use prepositional phrases to elaborate written ideas (4-8);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(F)	use conjunctions to connect ideas meaningfully (4-5);	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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).	The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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TEKS	Courtside Reading B
(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); The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(B)	develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8); The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C)	revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8); The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D)	revise drafts for coherence, progression, and logical support of ideas (4-8); The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(E)	edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8); The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(F)	use available technology to support aspects of creating, revising, editing, and publishing texts (4-8); The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(G)	refine selected pieces frequently to "publish" for general and specific audiences (4-8); The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(H)	proofread his/her own writing and that of others (4-8); and The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(I)	select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8). The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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TEKS	Courtside Reading B
(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); The <i>Go Courtside!</i> Research Project BLMs for each player provide opportunities 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); The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C)	take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8); The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D)	summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8); The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(E)	present information in various forms using available technology (4-8); and The <i>Go Courtside!</i> Write It Up And Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(22)	Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:
(A)	collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and The <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(23)	Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:
(B)	interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8); and The <i>Go Courtside!</i> Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C)	use media to compare ideas and points of view (4-8). The <i>Go Courtside!</i> Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(25)	Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:
(A)	select, organize, or produce visuals to complement and extend meanings (4-8); and The <i>Go Courtside!</i> Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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TEKS		Courtside Reading B
(B)	produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).	The <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support objective.

**Scholastic’s Courtside Reading
correlated to the
Texas Essential Knowledge and Skills
Grade 6**

TEKS	Courtside Reading B
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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.

(b)	Knowledge and Skills.	
(1)	Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	
(A)	determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	The <i>Go Courtside!</i> Interview Screen activities support this objective.

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(B)	eliminate barriers to effective listening (4-8);	The <i>Go Courtside!</i> Interview Screen activities provide opportunities to meet this objective.
(C)	understand the major ideas and supporting evidence in spoken messages (4-8); and	The <i>Go Courtside!</i> Interview Screen activities provide opportunities to meet this objective.
(2)	Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:	
(A)	interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);	The <i>Go Courtside!</i> Interview Screen activities provide opportunities to meet this objective.
(5)	Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:	
(A)	adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(B)	demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(E)	use effective rate, volume, pitch, and tone for the audience and setting (4-8); and	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(F)	clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(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);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> support this objective.
(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	Vocabulary exercises on the <i>Go Courtside!</i> Press Kit Screen support this objective.
(C)	locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> support this objective.
(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);	<i>Courtside Reading Library</i> selections support this objective.
(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);	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(D)	adjust reading rate based on purposes for reading (4-8);	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities provide opportunities to meet this objective.

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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	<i>Courtside Reading Cards</i> and the <i>Go Courtside!</i> CD-ROM activities provide opportunities to meet this objective.
(F)	read silently with increasing ease for longer periods (4-8).	<i>Courtside Reading Library</i> selections provide opportunities to meet this objective.
(8)	Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
(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	<i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(D)	read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	<i>Go Courtside!</i> CD-ROM activities support this objective.
(9)	Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
(B)	draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> provide opportunities to meet this objective.
(C)	use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> provide opportunities to meet this objective.
(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);	Vocabulary exercises in the <i>Go Courtside!</i> Press Kit Screen activities, Vocabulary BLM Reporter Assignments, and the vocabulary practice on each <i>Courtside Reading Card</i> provide opportunities to meet this objective.
(E)	study word meanings systematically such as across curricular content areas and through current events (4-8);	<i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities provide opportunities to meet this objective.
(F)	distinguish denotative and connotative meanings (6-8); and	<i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities provide opportunities to meet this objective.
(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);	Each <i>Courtside Reading Card</i> provides opportunities for students to use prior knowledge to anticipate meaning and make sense of texts.
(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);	Each <i>Courtside Reading Card</i> provides opportunities for students to establish purposes for reading.

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(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);	<i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities support this objective.
(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>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Courtside Reading Cards: <u>Cause and Effect:</u> Basketball Greats: Card 1: Larry Bird Behind the Scenes: Card 15: Lori Montgomery Values In Action: Card 29: Reggie Miller Community Involvement: Card 37: Gary Payton</p> <p><u>Sequence:</u> Basketball Greats: Card 1: Larry Bird Behind the Scenes: Card 17: Alicia Parker Values in Action: Card 28: Eva Nemcova Community Involvement: Card 38: Katie Smith</p> <p>In addition, <i>Go Courtside !Practice Session Templates</i> support this objective.</p>
(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8);	<p>The Following Selected Matches Support this Objective:</p> <p>Courtside Reading Cards: <u>Main Idea/Details</u> Basketball Greats: Card 4: Pete Maravich Behind the Scenes: Card 20: Ed T. Rush Values In Action: Card 28: Eva Nemcova Community Involvement: Card 31: Brian Grant</p> <p>In addition, <i>Go Courtside !Practice Session Templates</i> support this objective.</p>
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Courtside Reading Cards: <u>Summarize</u> Basketball Greats: Card 5: Connie Hawkins Behind the Scenes: Card 18: Val Ackerman Values In Action: Card 25: Yolanda Griffith Community Involvement: Card 37: Gary Payton</p> <p>In addition, <i>Go Courtside !Practice Session Templates</i> support this objective.</p>

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(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	<p>The Following Selected Examples Provide Opportunities to Meet this Objective:</p> <p>Courtside Reading Cards: <u>Draw Conclusions:</u> Basketball Greats: Card 5: Connie Hawkins Behind the Scenes: Card 20: Ed T. Rush Values in Action: Card 22: Nykesha Sales Community Involvement: Card 36: Toni Kukoc</p> <p>In addition, <i>Go Courtside</i> !Practice Session Templates support this objective.</p>
(J) distinguish fact and opinion in various texts (4-8);	<p>Selected Examples Include:</p> <p>Courtside Reading Cards: <u>Fact/Opinion:</u> Basketball Greats: Card 9: Nancy Lieberman-Cline Behind the Scenes: Card 16: Andrew Bernstein Values in Action: Card 21: Karl Malone/John Stockton Community Involvement: Card 31: Brian Grant</p> <p>In addition, <i>Go Courtside</i> !Practice Session Templates support this objective.</p>
(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);	<p>Selected Examples Include:</p> <p><u>Courtside Reading Cards</u> Basketball Greats: Card 6: Willie Reed Behind the Scenes: Card 17: Alicia Parker Values in Action: Card 29: Reggie Miller Community Involvement: Card 32: Lisa Leslie</p> <p>In addition, <i>Go Courtside</i> !Practice Session Templates support this objective</p>
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	<p>Graphic organizers can be easily used with the <i>Courtside Reading Cards</i>.</p> <p>In addition, Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> and the <i>Go Courtside!</i> BLM Write It Up and Research Project Reporter’s Assignments support this objective.</p>
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	<p><i>Courtside Reading Cards</i> , <i>Courtside Reading Library</i> selections, and the <i>Go Courtside!</i> CD-ROM activities provide opportunities to meet this objective</p>
(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	

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(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	<i>Go Courtside!</i> BLM Write It Up Reporter's Assignments, located in the Teacher's Resource Book, support this objective.
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	<i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments, located in the Teacher's Resource Book, support this objective. In addition, Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> and the <i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments support this objective.
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	<i>Go Courtside!</i> BLM Write It Up and Research Project Reporter's Assignments, located in the Teacher's Resource Book, support 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);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(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);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(F) produce research projects and reports in effective formats for various audiences (6-8);	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(G) draw conclusions from information gathered from multiple sources (4-8);	<i>Go Courtside!</i> Research Project BLMs for each player provide opportunities to meet this objective
(H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and	<i>Go Courtside!</i> Research Project BLMs for each player provide opportunities to meet this objective
(I) present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8),	<i>Go Courtside!</i> Research Project BLMs for each player support this objective
(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	

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(B) write to influence such as to persuade, argue, and request (4-8);	The <i>Go Courtside!</i> Write It Up BLMs for each player provide opportunities to meet this objective.
(C) write to inform such as to explain, describe, report, and narrate (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(D) write to entertain such as to compose humorous poems or short stories (4-8);	The <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(E) select and use voice and style appropriate to audience and purpose (6-8);	The <i>Go Courtside!</i> Write It Up BLMs for each player support 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and	The <i>Go Courtside!</i> Write It Up BLMs for each player and the <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(C) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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(E)	use resources to find correct spellings (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(F)	spell accurately in final drafts (4-8); and	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C)	use conjunctions to connect ideas meaningfully (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D)	use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(E)	use prepositional phrases to elaborate written ideas (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(G)	use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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(H) write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8); and	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(I) write with increasing accuracy when using pronoun case such as "He and they joined him." (6-8).	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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TEKS	Courtside Reading B
(H) proofread his/her own writing and that of others (4-8); and	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities 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);	The <i>Go Courtside!</i> Research Project BLMs for each player provide opportunities 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);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(E) present information in various forms using available technology (4-8);	The <i>Go Courtside!</i> Write It Up and Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and	The <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support this objective.
(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:	
(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and	The <i>Go Courtside!</i> Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.

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(C)	use media to compare ideas and points of view (4-8).	The <i>Go Courtside!</i> Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(24)	Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:	
(A)	select, organize, or produce visuals to complement and extend meanings (4-8);	The <i>Go Courtside!</i> Research Project BLMs for each player and Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> provide opportunities to meet this objective.
(B)	produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and	The <i>Go Courtside!</i> Classroom Presentation Projects such as the <u>Sportscast</u> and <u>Awards Ceremony</u> support objective.