



STAR Curriculum Alignment Guide to Texas Essential Knowledge and Skills (TEKS): English Language Arts and Reading

Note: STAR lesson numbers correspond to the essential lessons and prerequisite skills necessary to reach the grade level standard and essence statements.

ELAR Area of Focus: Developing and Sustaining Foundational Language Skills

Listening, speaking, discussion, and thinking - oral language. The student develops oral language through listening, speaking and discussion.

Foundational Skills – Listening

Listening Comprehension: The student shows understanding by responding appropriately and by following two-step or three step oral directions. The student shows understanding of the language being spoken by teachers and peers (PRE-K.II.A).

Listening and Speaking (Listening): The student listens actively and asks questions to understand information and answer questions using multiword responses (K.1.A; 1.1.A; 2.1.A). The student listens actively, asks relevant questions to clarify information, and makes pertinent comments (3.1.A; 4.1.A). The student listens actively to interpret verbal and non-verbal messages, asks relevant questions, and makes pertinent comments (5.1.A). The student will restate, follow, and give oral directions that involve a short related sequence of actions (K.1.B; 1.1.B; 2.1.B; 3.1.B; 4.1.B; 5.1.B).

Aligned Essence Statements

Identifies new vocabulary words using a variety of strategies

Reporting Category

Strand 1: Foundational Skills

Prerequisite Vertical Alignment: Foundational Skills – Listening

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5	<ul style="list-style-type: none"> Listen actively to and interpret a speaker’s message both verbal and nonverbal Ask relevant questions Makes pertinent comments Follow, restate, and give oral instructions that include multiple action steps 	5.1.A; 5.1.B	Level 3: R1, R2, R3, R4, R5, R6, R7, E3, E4, E9, E11, E12, E13, E15, S2, S3, FR5, FR6, FR16, P2
4-3	<ul style="list-style-type: none"> Listen actively to speakers Ask relevant questions, and make pertinent comments Follow, restate, and give oral instructions that involve a series of related sequences of actions 	4.1.A; 4.1.B 3.1.A; 3.1.B	Level 2: R1, R2, R3, R4, R5, R6, R7, R8, E1, E2, E3, E4, E5, E6, E7, S1, S2, S3, FR6, FR12, P1, P2
2-1	<ul style="list-style-type: none"> Listen actively to speaker Ask relevant questions to clarify information Answer questions using multi-word responses Follow, restate, and give oral instructions that involve a series of related sequences of actions 	2.1.A; 2.1.B 1.1.A; 1.1.B	Level 1: R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1-3, FR3, FR8, FR9, FR10, FR11, FR12, P1, P2, P4
K	<ul style="list-style-type: none"> Listen actively Follow, restate, and give oral instruction that involve a short related sequence of actions 	K.1.A; K.1.B	
PK	<ul style="list-style-type: none"> Follow two-step oral directions and usually follow three-step directions Show understanding by responding appropriately 	Pre-K.II.A	

Foundational Skills – Speaking

Speaking (Conversation) Skills: The student becomes increasingly able to describe wants and needs, carries on a conversation with others, and shares information with peers and adults (Pre-K.II.B).

Speech Production Skills: The student must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language (Pre-K.II. C).

Listening and Speaking / Speaking: The student shares information and ideas by speaking audibly and clearly using the conventions of language (K.1,C). The student shares information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language (1.1.C; 2.1.C). The student speaks coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively (3.1.C). The student expresses an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of the language to communicate ideas effectively (4.1.C). The student gives an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively (5.1.C).

Aligned Essence Statements	Identifies new vocabulary words using a variety of strategies
Reporting Category	Strand 1: Foundational Skills

Prerequisite Vertical Alignment: Foundational Skills – Speaking

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5	<ul style="list-style-type: none"> Give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively 	5.1.C	Level 3: E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR16, P2
4	<ul style="list-style-type: none"> Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively 	4.1.C	Level 2: R1, R2, R3, R4, R5, R6, R7, R8, E1, E2, E3, E4, E5, E6, E7, S1, S2, S3, FR6, FR12, P1, P2
3	<ul style="list-style-type: none"> Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively 	3.1.C	Level 1: R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1-3, FR3, FR8, FR9, FR10, FR11, FR12, P1, P2, P4

Prerequisite Vertical Alignment: Foundational Skills – Speaking

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
2-1	<ul style="list-style-type: none"> • Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language • Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language 	2.1.C 1.1.C	(See previous page)
K	<ul style="list-style-type: none"> • Share information and ideas by speaking audibly and clearly using the conventions of language 	K.1.C	
PK	<ul style="list-style-type: none"> • Speech is understood by both the teacher and other adults in the school • Use language for different purposes • Engage in conversations in appropriate ways • Provide appropriate information for various situations • Demonstrate knowledge of verbal conversation rules • Demonstrate knowledge of non-verbal conversation rules • Match language to social contexts • Perceives differences between similar sounding words • Investigates and demonstrates growing understanding of terms used in instructional language of the classroom 	Pre-K.II.B Pre-K.II.C	

Foundational Skills – Teamwork

Listening and Speaking – Teamwork: The student uses effective verbal and nonverbal communication skills to build relationships with teachers/adults. The student assumes various roles and responsibilities as part of the classroom community (Pre-K.1.C). The student works collaboratively with others by following agreed-upon rules for discussion including talking, taking turns, listening to others, speaking when recognized and making appropriate contributions and building upon the ideas of others (K.1.D; 1.1.D; 2.1.D). The student works collaboratively with others by following agreed-upon rules, norms, and protocols (3.1.D). The student works collaboratively with others to develop a plan of shared responsibilities (4.1.D; 5.1.D).

Aligned Essence Statements

Identifies new vocabulary words using a variety of strategies

Reporting Category

Strand 1: Foundational Skills

Prerequisite Vertical Alignment: Foundational Skills – Teamwork

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-4	<ul style="list-style-type: none"> Work collaboratively with others Develop a plan of shared responsibilities 	<p>5.1.D</p> <p>4.1.D</p>	<p>Level 3:</p> <p>E13, E15, S1, S2, S3, FR5, FR6, FR10, FR16, P2, P3, P5</p>
3	<ul style="list-style-type: none"> Work collaboratively with others Follow agreed-upon rules, norms, and protocols 	<p>3.1.D</p>	<p>Level 2:</p> <p>R11, E11, S1, S2, S3, FR 10, FR12, P4, P5</p>
2-1	<ul style="list-style-type: none"> Work collaboratively with others Follow agreed-upon rules for discussion including listening to others, speaking when recognized Makes appropriate contributions Builds on the ideas of others (2.1.D) 	<p>2.1.D; 1.1.D</p>	<p>Level 1:</p> <p>R4, E1, E2, E3, FR6, FR8, FR9, FR 12, P1, P2</p>
K	<ul style="list-style-type: none"> Follow agreed-upon rules for discussion, including taking turns 	<p>K.1.D</p>	
PK	<ul style="list-style-type: none"> Use effective verbal and nonverbal communication skills to build relationships with others Assume various roles and responsibilities as part of the classroom community Show competence in initiating social interactions 	<p>Pre-K.1.C</p>	

Foundational Skills – Social Communication

Relationships with Others: The student increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan, initiates problem-solving strategies and seeks adult help when necessary, demonstrates empathy and caring for others, and interacts with a variety of playmates and may have preferred friends (Pre-K.I.C).

Social Awareness Skills: The student demonstrates an understanding that others have perspectives and feelings that are different from their own (Pre-K.1.D).

Social Communication: The student will develop social communication such as introducing themselves, using common greetings and expressing needs and wants (K.1.E). The student will develop social communication such as introducing themselves and others, relating experiences to classmates and expressing needs and feelings (1.1.E). The student will develop social communication such as distinguishing between asking and telling and conversing politely in all situations (2.1.E; 3.1.E).

Aligned Essence Statements	Identifies new vocabulary words using a variety of strategies
Reporting Category	Strand 1: Foundational Skills

Prerequisite Vertical Alignment: Foundational Skills – Social Communication

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
3	<ul style="list-style-type: none"> Awareness of social contexts Respond appropriately based on context Initiate and respond to social situations 	3.1.E	Level 3: E8, E9, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR5, FR6, FR7, FR10, FR11, P1, P2, P3, P5
2	<ul style="list-style-type: none"> Distinguish between asking questions and telling 	2.1.E	Level 2: R11, E10, E11, S1, S2, S3, FR1, FR2, FR6, FR7, FR10, FR12, P4, P5
1	<ul style="list-style-type: none"> Introduce themselves to others Relate past events and experiences to others Express needs and feelings Understand feelings 	1.1.E	Level 1: R1, R2, R3, R4, R5, R6, R14. E1, E2, E3, FR1, FR2, FR5, FR8, FR9, P1, P2, P3, P4
K	<ul style="list-style-type: none"> Introduce themselves to others Use common greetings Express needs and wants 	K.1.E	

Prerequisite Vertical Alignment: Foundational Skills – Social Communication

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
Pre-K	<ul style="list-style-type: none"> • Work with others to initiate pretend play • Interact and communicate with peers • Use problem-solving strategies • Seek help with needed • Demonstrate empathy and caring for others • Understand that others have perspectives and feelings different than their own 	<p style="text-align: center;">Pre-K.I.C; Pre-K.I.D</p>	<p style="text-align: center;">(See previous page)</p>

ELAR Area of Focus: Foundational Skills — Beginning Reading and Writing

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Phonological Awareness

Phonological Awareness Skills: The student separates normally spoken four-word sentences into individual words. The student combines words to make a compound word and delete a word from a compound word. The student can blend and segment syllables from a word. The student can recognize rhyming words and produce a word that begins with the same sound as a given pair of words. The student can blend onset and rime to form a familiar one-syllable word with and without pictorial support. The student can recognize and blend spoken phonemes into one syllable words with pictorial support (Pre-K.III.B).

Alphabet Knowledge Skills: The student names at least 20 uppercase and 20 lowercase letters, and recognizes and produces at least 20 distinct letter sounds in the language of instruction (Pre-K.III.C).

Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell (K.2A; 1.2A; 2.2A).

Phonological Awareness: The student demonstrates phonological awareness by identifying and producing a series of rhyming words, identifies vowel sounds and syllables, recognizes changes in the spoken words when phonemes are added changed, or removed, and is able to blend and manipulate phonemes within base words (K.2.A; 1.2.A; 2.2.A).

Aligned Essence Statements	Identifies new vocabulary words using a variety of strategies
Reporting Category	Strand 1: Foundational Skills

Prerequisite Vertical Alignment: Demonstrate Phonological Awareness

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
2-1	<ul style="list-style-type: none"> • Produce a series of rhyming words • Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound • Distinguish between long and short vowel sounds in one-syllable (1.2.A) and multi-syllable words (2.2.A) • Recognize the change in spoken word when a specified phoneme is added, changed, or removed • Blend spoken phonemes to form one-syllable words, including initial and or final consonant blends (1.2.A) • Manipulate phonemes within base words • Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends (1.2.A) 	2.2.A; 1.2.A	<p>Level 3 A9, A10, A11, A12, A13, S1, S2, S3, FR5, FR6</p> <p>Level 2 E1, E2, E3, E8, E9, S1, A7, A8, A9, A10, A11, FR1, FR2</p> <p>Level 1 R5, E2, E3, A2, A3</p>
K	<ul style="list-style-type: none"> • Identify and produce rhyming words • Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound • Identify syllables in spoken words • Blend syllables to form multisyllabic words • Segment multisyllabic words into syllables • Blend spoken phonemes to form one-syllable words • Manipulate syllables within a multisyllabic word • Segment spoken one-syllable words into individual phonemes 	K.2.A	
PK	<ul style="list-style-type: none"> • Separate a normally spoken four-word sentence into individual words • Combine words to make a compound word • Delete a word from a compound word • Blend syllables into words • Segment a syllable from a word • Recognize rhyming words • Produce a word that begins with the same sound as a given pair of words • Blend onset and rime to form familiar one-syllable words with and without pictorial support • Recognize and blend spoken phonemes into one syllable words with pictorial support 	Pre-K.III.B Pre-K.III.C	

Prerequisite Vertical Alignment: Demonstrating and Applying Phonetic Knowledge

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5	<ul style="list-style-type: none"> • Decode words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician • Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables • Decode words using advanced knowledge of syllable division patterns • Decode words using advanced knowledge of the influence of prefixes and suffixes on base words • Decode words using knowledge of suffixes, including how they change base words such as dropping e, changing y to i, and doubling final consonants • Identify and read high-frequency words from a research-based list 	5.2.A	<p>Level 3 A9, A10, A11, A12, A13, FR5, FR6, F14</p> <p>Level 2 S1, A7, A8, A9, A10, A11, FR1, FR2</p> <p>Level 1 E2</p>
4	<ul style="list-style-type: none"> • Decode words with specific orthographic patterns and rules, including regular and irregular patterns • Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables • Decode words using advanced knowledge of syllable division patterns such as VV • Decode words using advanced knowledge of prefixes • Decode words using knowledge of suffixes, including how they change base words such as dropping e, changing y to i and doubling final consonants • Identify and read high-frequency words from a research-based list 	4.2.A	
3	<ul style="list-style-type: none"> • Decode multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en • Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables • Decode compound words, contractions, and abbreviations • Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts • Decode words using knowledge of prefixes • Decode words using knowledge of suffixes, including how they change base words such as dropping e, changing y to i and doubling final consonants • Identify and read high-frequency words from a research-based list 	3.2.A	

Prerequisite Vertical Alignment: Demonstrating and Applying Phonetic Knowledge

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
2	<ul style="list-style-type: none"> • Decode words with short, long, or variant vowels, trigraphs, and blends • Decode words with silent letters such as knife and gnat • Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables • Decode compound words, contractions, and abbreviations • Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts • Decode words with prefixes, including un-, re-, and dis- and inflectional endings, including -s, -es, -ed, -ing-er, and -est • Identify and read high-frequency words from a research-based list 	2.2.B	(See previous page)
1	<ul style="list-style-type: none"> • Decode words in isolation and in context by applying common letter sound correspondences • Decode words with initial and final consonant blends, digraphs, and trigraphs • Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables • Use knowledge of base words to decode common compound words and contractions • Decode words with inflectional endings, including -ed, -s, and -es • Identify and read at least 100 high-frequency words from a research-based list 	1.2.B	
K	<ul style="list-style-type: none"> • Identify and match the common sounds that letters represent • Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC • Recognize that new words are created when letters are changed, added, or deleted such as it-pit-tip-tap; • Identify and read at least 25 high-frequency words from a research-based list 	K.2.B	
Pre-K	<ul style="list-style-type: none"> • Recognize at least 20 letter sounds in the language of instruction • Recognize at least 20 distinct letter sounds and letter sounds correspondence in the language of instruction 	Pre-K.III.C	

Fluency

Fluency Skills: The student reads grade level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text (5.4.A; 4.4.A; 3.4.A; 2.4.A; 1.4.A).

Aligned Essence Statements

Reading fluency supports all essence statements

Reporting Category

Strand 1: Foundational Skills

Prerequisite Vertical Alignment: Fluency

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-1	<ul style="list-style-type: none"> Read grade level text with fluency and comprehension Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text 	<p>5.4.A; 4.4.A; 3.4.A; 2.4.A; 1.4.A</p>	<p>Level 3 A9, A10, A11, A12, A13, FR5, FR6, FR9, FR14, FR16</p> <p>Level 2 A7, A8, A9, A10, A11, FR9, FR12</p> <p>Level 1 A3, FR8, FR13</p>

Self-Sustained Reading

Self-Sustained Reading: The student reads grade-appropriate texts independently. The student is expected to self-select text and reads independently for a sustained period of time (5.5.A; 4.5.A; 3.5.A; 2.5.A). The student self-selects text and interacts independently with text for increasing periods of time (1.5.A; K.5.A).

Print Concepts: The student engages with a variety of texts with purpose and understanding (Pre-K.III.E). The student self-selects books and other written materials to engage in pre-reading behaviors (Pre-K.III.A).

Aligned Essence Statements	Reading fluency supports all essence statements
Reporting Category	Strand 1: Foundational Skills

Prerequisite Vertical Alignment: Self-Sustained Reading

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-2	<ul style="list-style-type: none"> Self-select books Read independently for a sustained period of time 	5.5.A; 4.5.A; 3.5.A; 2.5.A;	Level 3 A9, A10, A11, A12, A13, S1, FR6, FR9, FR14, FR16
1-K	<ul style="list-style-type: none"> Self-select books Interact independently for an increased period of time 	1.5.A; K.4.A	Level 2 R6, R9, R10, E8, E10, S1, A7, A8, A9, A10, A11, FR6, FR11, FR9, FR12
Pre-K	<ul style="list-style-type: none"> Engage with a variety of texts with purpose and understanding Self-select books and other written materials Engage in pre-reading behaviors 	Pre-K.III.E; Pre-K.III.A	Level 1 R2, R4, R6, E2, E3, FR8, FR9, FR13

Prerequisite Vertical Alignment: Demonstrating and Applying Spelling Knowledge

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-4	<ul style="list-style-type: none"> • Spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables and final stable syllables • Spell words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music to musician (5.2.B) • Spell homophones (4.2.B) • Spell multisyllabic words with multiple sound-spelling patterns • Spell words using advanced knowledge of syllable division patterns • Spell words using knowledge of prefixes • Spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants 	<p>5.2.B</p> <p>4.2.B</p>	<p>Level 3 A14, A15, A16, FR9</p> <p>Level 2 A12, A13, FR9</p> <p>Level 1 A1, FR13</p>
3-2	<ul style="list-style-type: none"> • Spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables and final stable syllables • Spell homophones (3.2.B) • Spell words with silent letters such as knife and gnat (2.2.C) • Spell compound words, contractions, and common abbreviations • Spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV (3.2.B) • Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word (2.2.C) • Spell words using knowledge of prefixes (3.2.B) • Spell words with prefixes including un-, re-, and dis- and inflectional endings including -s, -es, -ed, -ing, -er, and -est (2.2.C) • Spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants (3.2.B) 	<p>3.2.B</p> <p>2.2.C</p>	
1	<ul style="list-style-type: none"> • Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables • Spell words with initial and final consonant blends, digraphs, and trigraphs • Spell words using sound-spelling patterns • Spell high-frequency words from a researched-based list 	1.2.C	

Prerequisite Vertical Alignment: Demonstrating and Applying Spelling Knowledge

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
K	<ul style="list-style-type: none"> • Spell words with VC, CVC, and CCVC • Spell words using sound-spelling patterns • Spell high-frequency words from a researched-based list 	K.2.B	(See previous page)
Pre-K	<ul style="list-style-type: none"> • Recognize that words are made up of letters and their sounds • Write own name using legible letters in proper sequence • Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing • Independently use letters to make words or parts of words • Recognize name in print as well as some environmental print (symbols/words) 	Pre-K.IV.C; Pre-K.III.E	

Foundational Skills: Alphabet Knowledge / Print Awareness / Handwriting

Motivation to Read: The student engages in pre-reading and reading related activities. The student self-selects books and other written materials to engage in pre-reading behaviors. The student recognizes that text has meaning to work toward learning to read and write (Pre-K.III.A).

Print Concepts: The student can distinguish between elements of print including letters, words, and pictures. The student demonstrates understanding of print directionality including left to right and top to bottom. The student can identify some conventional features of print that communicate meaning including end punctuation and case (PRE-K.III.E).

Reading/Beginning Reading Skills/Print Awareness: The student develops print awareness by identifying the information that different parts of the book provide (1.1.D).

Develop Handwriting: The student develops print awareness by developing handwriting (5.2.C; 4.2.C; 3.2.D; 2.2.E; 1.2.F; K.1.E).

Aligned Essence Statements	Identifies new vocabulary words using a variety of strategies; Uses information from graphic features in procedural texts
Reporting Category	Strand 1: Foundational Skills

Prerequisite Vertical Alignment: Foundational Skills: Alphabet Knowledge / Print Awareness / Handwriting

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-4	<ul style="list-style-type: none"> Write legibly in cursive Write legibly in cursive to complete assignments 	5.2.C; 4.2.C	Level 3 FR6, FR9, FR14, FR16, A11, A12, A13, A14, A15, A16
3-2	<ul style="list-style-type: none"> Alphabetize a series of words to the third letter (3.2.C) Alphabetize a series of words and use a dictionary or glossary to find words Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words (2.2.E) Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters (3.2.D) 	3.2.C; 2.2.D; 3.2.D; 2.2.E	Level 2 R7, R8, R9, R10, E7, E8, E9, FR6, FR, FR12, A7, A8, A9, A10, A11, A12, A13, A14 Level 1 R2, R7, R8, R9, R10, R11, R12, E2, FR8, FR9, FR10, FR11, FR13, A3, A4
1	<ul style="list-style-type: none"> Identify the information that different parts of a book provide Alphabetize a series of words to the first or second letter and use a dictionary to find words Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words 	1.2.D; 1.2.E; 1.2.F	

Prerequisite Vertical Alignment: Foundational Skills: Alphabet Knowledge / Print Awareness / Handwriting			
Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
K	<ul style="list-style-type: none"> Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right Identify different parts of a book (front cover, back cover, and title) Identify uppercase and lowercase letters Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality 	K.2.D; K.2.E	(See previous page)
PK	<ul style="list-style-type: none"> Engage in pre-reading and reading related activities Self-selects books and other written materials to engage in pre-reading behaviors Recognizes that text has meaning Engage with a variety of texts with purpose and understanding Intentionally uses marks, letters, or symbols to record language and verbally shares meaning 	Pre-K.III.A; Pre-K.III.E; Pre-K.IV.A	

ELAR Area of Focus: Foundational Skills – Vocabulary

The student develops foundational language skills: listening, speaking, reading, writing, and thinking: vocabulary. The student uses newly acquired vocabulary expressively.

Foundational Skills – Vocabulary

Vocabulary Skills: The student uses a wide variety of words to label and describe people, places, things, and actions. The student demonstrates understanding of terms used in the instructional language of the classroom. The student demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than they use. The student increases listening vocabulary and begins to develop vocabulary of object names and common phrases (Pre-K.II.D).

Vocabulary Development: The student uses print or digital resources to determine meaning, syllabication, pronunciation, and word origin (5.3.A). The student uses print or digital resources to determine meaning, syllabication, and pronunciation (4.3.A; 3.3.A). The student uses print or digital resources to determine meaning and pronunciation of unknown words (2.3.A). The student uses a resource such as picture dictionary or digital resource to find words (1.3.A; K.3.A).

Vocabulary Comprehension and usage: The student uses context, illustrations, and affixes to determine the meaning of unfamiliar words and use these words to expressively (5.3; 4.3.; 3.3; 2.3; 1.3; K.3).

Aligned Essence Statements	Identifies new vocabulary words using a variety of strategies
Reporting Category	Strand 1: Foundational Skills

Prerequisite Vertical Alignment: Foundational Skills – Vocabulary

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5	<ul style="list-style-type: none"> • Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words • Identify the meaning of and use words with affixes such as trans-, super-, -ive and -logy and roots such as geo and photo • Identify, use, and explain the meaning of adages and puns 	5.3	<p>Level 3</p> <p>R1, R2, R3, R4, R5, R6, R7, E1, E2, E3, E4, E5, E6, E7, E9, E10, E11, E12, E13, E14, S2, S3 A9, A10, A12, A13, FR6, FR14, FR16</p> <p>Level 2</p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E7, E8, E9, E10, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, E1, E2, E3, FR8, A2, A3</p>
4-3	<ul style="list-style-type: none"> • Use print or digital resources to determine meaning, syllabication, and pronunciation • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words • Identify the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter (4.3) • Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in-(not, non), pre-, -ness, -y, and -ful (3.3) • Identify, use and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in context (3.3) • Identify, use, and explain the meaning of homophones such as reign/rain (4.3) 	4.3; 3.3	
2	<ul style="list-style-type: none"> • Use print or digital resources to determine meaning, and pronunciation of unknown words • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words • Identify the meaning of and use words with affixes un-, re-, -ly, -er, and est (comparative and superlative), and -ion/tion/sion • Identify, use and explain the meaning of antonyms, synonyms, idioms, and homographs in context 	2.3	
1	<ul style="list-style-type: none"> • Use a resource such as a picture dictionary or digital resource to find words • Use illustrations and texts the student is able to read or hear to learn or clarify word meanings • Identify the meaning of words with the affixes -s, -ed, and -ing • Identify and use words that name actions, directions, positions, sequences, categories, and location 	1.3	

Prerequisite Vertical Alignment: Foundational Skills – Vocabulary

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
K	<ul style="list-style-type: none"> • Use a resource such as a picture dictionary or digital resource to find words • Use illustrations and texts the student is able to read or hear to learn or clarify word meanings • Identify and use words that name actions, directions, positions, sequences, categories such as colors, shapes, and textures; and locations 	K.3	(See previous page)
Pre-K	<ul style="list-style-type: none"> • Use a wide variety of words to label and describe people, places, things, and actions • Demonstrate understanding of terms used in the instructional language of the classroom • Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than they use • Increases listening vocabulary and begins to develop vocabulary of object names and common phrases. 	Pre-K.II.D	

ELAR Area of Focus: Comprehension Skills

Comprehension Skills: Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Comprehension Skills

Reading Comprehension: The student is expected to establish purpose for self-selected texts, generate questions about texts to deepen understanding, make predictions using text features and/or characteristics of genre, create mental images to deepen understanding, make connections to text for inferences based on evidence in text, evaluate details to determine key ideas, and synthesize information (K.5; 1.6; 2.6; 3.6; 4.6; 5.6).

Self-Regulation: The student sustains attention to personally chosen or routine tasks until completed. The student remains focused on engaging group activities for up to 20 minutes at a time (Pre-K.I.B).

Comprehension of Text Read Aloud: The student retells or re-enacts a story after it is read aloud. The student uses information learned from books by describing, relating, categorizing, or comparing, and contrasting. The student asks and responds to questions relevant to the text read aloud. The student will make inferences and predictions about the text (Pre-K.III.D). The student, with M&S, tells how the illustrations support the story. The student actively engages in group reading activities with purpose and understanding (Pre-K.RL.7; Pre.K. RL.10).

Aligned Essence Statements	<p>Uses a variety of strategies to demonstrate comprehension across genres;</p> <p>Demonstrates an ability to understand and analyze informational texts;</p> <p>Identifies the main idea and supporting details in informational texts</p>
Reporting Category	Strand 2: Comprehension Skills

Prerequisite Vertical Alignment: Comprehension Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-2	<ul style="list-style-type: none"> Establish purpose for reading assigned and self-selected texts 	5.6.A; 4.6.A; 3.6.A; 2.6.A	<p>Level 3 R7, E7, E9, E11, E12, E13, E14, E15, S2, S3, A9, A10, A12, A13, FR6, FR14, FR16</p> <p>Level 2 R8, R9, R10, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR11, FR12, A7, A8, A11</p> <p>Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
K-1	<ul style="list-style-type: none"> Establish purpose for reading assigned and self-selected texts with adult assistance 	1.6.A; K.5.A	<p>Level 3 E9, E13, E14, S2, S3, A9, A10, A12, A13, FR6, FR14, FR16</p> <p>Level 2 R9, R10, E8, E9, S1, S2, S3, FR6, FR12, A7, A8, A9, A10, A11</p> <p>Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
5-2	<ul style="list-style-type: none"> Generate questions about text before, during, and after reading to deepen understanding and gain information 	5.6.B; 4.6.B; 3.6.B; 2.6.B	<p>Level 3 E9, E13, E14, S2, S3, A9, A10, A12, A13, FR6, FR14, FR16</p> <p>Level 2 R9, R10, E8, E9, S1, S2, S3, FR6, FR12, A7, A8, A9, A10, A11</p> <p>Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
K-1	<ul style="list-style-type: none"> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance 	1.6.B; K.5.B	<p>Level 3 E9, E13, E14, S2, S3, A9, A10, A12, A13, FR6, FR14, FR16</p> <p>Level 2 R9, R10, E8, E9, S1, S2, S3, FR6, FR12, A7, A8, A9, A10, A11</p> <p>Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>

Prerequisite Vertical Alignment: Comprehension Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-2	<ul style="list-style-type: none"> Make, correct, or confirm predictions using text features, characteristics of genre, and structure 	5.6.C; 4.6.C; 3.6.C; 2.6.C	<p>Level 3</p> <p>R2, R3, R4, R7, E2, E3, E4, E9, E11, E13, E14, E15, S1, S2, S3, A9, A10, A12, A13, FR6, FR14, FR16</p> <p>Level 2</p> <p>R8, R9, R10, E7, E8, E9, S1, S2, S3, FR6, FR12, A7, A8, A9, A11</p>
K-1	<ul style="list-style-type: none"> Make, correct, or confirm predictions using text features, characteristics of genre, and structure with adult assistance 	1.6.C; K.5.C	<p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, FR11, A2, A3</p>
5-2	<ul style="list-style-type: none"> Create mental images to deepen understanding 	5.6.D; 4.6.D; 3.6.D; 2.6.D	<p>Level 3</p> <p>R2, R3, R4, R5, R7, E2, E3, E4, E5, E7, E9, E11, E12, E13, E14, E15, S1, S2, S3, A12, A13, A16, FR6, FR14, FR16</p> <p>Level 2</p>
K-1	<ul style="list-style-type: none"> Create mental images to deepen understanding with adult assistance 	1.6.D; K.5.D	<p>R1, R2, R4, R7, R8, R9, R10, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R4, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>

Prerequisite Vertical Alignment: Comprehension Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-2	<ul style="list-style-type: none"> Make connections to personal experiences, ideas in other texts, and society 	5.6.E; 4.6.E; 3.6.E; 2.6.E	<p>Level 3</p> <p>R1, R2, R3, R4, R5, R6, R7, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, A9, A10, A12, FR5, FR6, FR14, FR16</p> <p>Level 2</p> <p>R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR12, A10,</p> <p>Level 1</p> <p>R2, R4, R7, R8, R9, R10, R11, R12, R13, E1, E2, E3, FR8, FR10, FR11, A2, A3</p>
K-1	<ul style="list-style-type: none"> Make connections to personal experiences, ideas in other texts, and society with adult assistance 	1.6.E; K.5.E	<p>Level 3</p> <p>R1, R2, R3, R4, R5, E1, E2, E3, E4, E5, E6, E7, E12, E13, E14, E15, S1, S2, S3, A9, A10, A12, FR6, FR14, FR16</p> <p>Level 2</p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E9, E10, S1, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, FR9, FR10, A2, A3</p>
5-2	<ul style="list-style-type: none"> Make inferences and use evidence to support understanding 	5.6.F; 4.6.F; 3.6.F; 2.6.F	<p>Level 3</p> <p>R1, R2, R3, R4, R5, E1, E2, E3, E4, E5, E6, E7, E12, E13, E14, E15, S1, S2, S3, A9, A10, A12, FR6, FR14, FR16</p> <p>Level 2</p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E9, E10, S1, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, FR9, FR10, A2, A3</p>
K-1	<ul style="list-style-type: none"> Make inferences and use evidence to support understanding with adult assistance 	1.6.F; K.5.F	<p>Level 3</p> <p>R1, R2, R3, R4, R5, E1, E2, E3, E4, E5, E6, E7, E12, E13, E14, E15, S1, S2, S3, A9, A10, A12, FR6, FR14, FR16</p> <p>Level 2</p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E9, E10, S1, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, FR9, FR10, A2, A3</p>

Prerequisite Vertical Alignment: Comprehension Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-2	<ul style="list-style-type: none"> Evaluate details read to determine key ideas 	5.6.G; 4.6.G; 3.6.G; 2.6.G	<p>Level 3</p> <p>R1, R2, R3, R4, R5, R6, R7, E1, E2, E3, E4, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, A9, A10, A12, A13, FR6, FR14, FR16</p>
K-1	<ul style="list-style-type: none"> Evaluate details read to determine key ideas with adult assistance 	1.6.G; K.5.G	<p>Level 2</p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E4, E5, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, R13, E1, E2, E3, FR8, A2, A3, A4</p>
5-2	<ul style="list-style-type: none"> Synthesize information to create new understanding 	5.6.H; 4.6.H; 3.6.H; 2.6.H	<p>Level 3</p> <p>R1, R2, R3, R4, R5, R6, R7, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, A9, A10, A12, A13, A16, FR6, FR14, FR16</p>
K-1	<ul style="list-style-type: none"> Synthesize information to create new understanding with adult assistance 	1.6.H; K.5.H	<p>Level 2</p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR9, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, R13, E1, E2, E3, FR8, FR9, FR10, A2, A3</p>

Prerequisite Vertical Alignment: Comprehension Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-3	<ul style="list-style-type: none"> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 	5.6.I; 4.6.I; 3.6.I	<p>Level 3</p> <p>R7, E9, E11, E13, E14, E15, S1, S2, S3, A9, A10, A12, A13, A16, FR6, FR14, FR16</p> <p>Level 2</p> <p>R7, R8, R9, R10, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR9, FR12, A7, A8, A11</p>
K-2	<ul style="list-style-type: none"> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, asking questions, and annotating when understanding breaks down (with adult assistance) 	2.6.I; 1.6.I; K.5.I	<p>Level 1</p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, FR9, FR10 A2, A3</p>
Pre-K	<ul style="list-style-type: none"> Sustain attention to personally chosen or routine tasks until completed Remain focused on engaging group activities for up to 20 minutes at a time 	Pre-K.1.B	<p>Level 3</p> <p>S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR7, FR8, FR9, FR10, FR11, FR12, FR13, FR14, FR15, FR16, P1, P2, P3, P4, P5</p> <p>Level 2</p> <p>R5, R6, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR7, FR8, FR9, FR10, FR11, FR12, P1, P2, P3, P4, P5</p> <p>Level 1</p> <p>R1, R2, R3, R4, R5, R6, R14, E1, E2, E3, FR1, FR2, FR3, FR4, FR5, FR6, FR7, FR8, FR9, FR10, FR11, FR12, FR13, P1, P2, P3, P4</p>

Prerequisite Vertical Alignment: Comprehension Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
Pre-K	<ul style="list-style-type: none"> • Retell or re-enact a story after it is read aloud • Use information learned from books by describing, relating, categorizing, or comparing and contrasting • Ask and respond to questions relevant to the text read aloud • Make inferences and predictions about the text (Pre-K.III.D) • Tell how the illustrations support the story with monitoring and support • Actively engage in group reading activities with purpose and understanding (Pre-K.RL.7; Pre.K. RL.10) 	Pre-K.1.B	<p>Level 3</p> <p>R1, R2, R3, R4, R5, R6, R7, E1, E2, E3, E4, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, A9, A10, A12, A13, FR5, FR6, FR14, FR16, P1, P2, P3</p> <p>Level 2</p> <p>R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A7, A8, A11, P1, P2, P3, P4</p> <p>Level 1</p> <p>R2, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, E1, E2, E3, FR8, FR9, A2, A3, A4, P2, P3</p>

ELAR Area of Focus: Response Skills

Response Skills: Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Response Skills

Response Skills: The student is expected to describe personal connection to a variety of sources, write a responses to texts that demonstrates an understanding of the text; use text evidence to support appropriate responses; retell, paraphrase or summarize texts in ways that maintain meaning and logical order; interact with sources in meaningful ways such as illustrating, notetaking, writing, or annotating; respond using newly acquired vocabulary as appropriate; and discuss specific ideas in the text that are important to the meaning (5.7; 4.7; 3.7; 2.7; 1.7; K.7).

Self-Regulation: The student can communicate basic emotions/feelings (Pre-K.1.B.2.b).

Fine Motor Development: The student shows control of tasks that require small-muscle strength and control. The student shows increasing control of tasks that require eye-hand coordination (Pre-K.I.F).

Aligned Essence Statements	Uses a variety of strategies to demonstrate comprehension across genres; Demonstrates an ability to understand and analyze informational texts; Identifies the main idea and supporting details in informational texts
Reporting Category	Strand 3: Response Skills

Prerequisite Vertical Alignment: Response Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-3	<ul style="list-style-type: none"> Describe personal connections to a variety of sources, including self-selected texts 	5.7.A; 4.7.A; 3.7A	<p>Level 3</p> <p>E1, E2, E3, E4, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, A16, FR6, FR14, FR16, P1, P2, P3,</p> <p>Level 2</p> <p>E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR12, A10, A11, A12, A13, P3, P4, P5</p> <p>Level 1</p> <p>R2, R4, R5, R6, R13, E1, E2, E3, FR8, FR9, A4, P1, P2, P3, P4</p>
2-K	<ul style="list-style-type: none"> Describe personal connections to a variety of sources, including self-selected texts 	2.7.A; 1.7.A; K.6.A	<p>Level 3</p> <p>E3, E4, E7, E9, E11, E14, E15, S1, S2, S3, A13, A14, A15, A16, FR6, FR16</p> <p>Level 2</p> <p>E1, E2, E3, E4, E5, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR12, A12, A13</p> <p>Level 1</p> <p>R2, R4, R5, R6, R14, E1, E2, E3, FR8, FR9, A4</p>
5-4	<ul style="list-style-type: none"> Write responses that demonstrate understanding of texts Compare and contrast ideas across a variety of sources 	5.7.B; 4.7.B	<p>Level 3</p> <p>E3, E4, E7, E9, E11, E14, E15, S1, S2, S3, A13, A14, A15, A16, FR6, FR16</p> <p>Level 2</p> <p>E1, E2, E3, E4, E5, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR12, A12, A13</p> <p>Level 1</p> <p>R2, R4, R5, R6, R14, E1, E2, E3, FR8, FR9, A4</p>
3-2	<ul style="list-style-type: none"> Write responses to a literary or informational text that demonstrate understanding of texts (3.7B) Write brief comments on literary or informational texts that demonstrate an understanding of texts (2.7B) 	3.7.B; 2.7.B	<p>Level 3</p> <p>E3, E4, E7, E9, E11, E14, E15, S1, S2, S3, A13, A14, A15, A16, FR6, FR16</p> <p>Level 2</p> <p>E1, E2, E3, E4, E5, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR12, A12, A13</p> <p>Level 1</p> <p>R2, R4, R5, R6, R14, E1, E2, E3, FR8, FR9, A4</p>
1-K	<ul style="list-style-type: none"> Write brief comments on literary or informational texts (1.7B) Provide an oral, pictorial, or written response to a text (K.6B) 	1.7.B; K.6.B	<p>Level 3</p> <p>E3, E4, E7, E9, E11, E14, E15, S1, S2, S3, A13, A14, A15, A16, FR6, FR16</p> <p>Level 2</p> <p>E1, E2, E3, E4, E5, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR12, A12, A13</p> <p>Level 1</p> <p>R2, R4, R5, R6, R14, E1, E2, E3, FR8, FR9, A4</p>

Prerequisite Vertical Alignment: Response Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> Use text evidence to support an appropriate response 	5.7.C; 4.7.C; 3.7.C; 2.7.C; 1.7.C; K.6.C	<p>Level 3</p> <p>R7, E9, E13, E14, E15 S1, S2, S3, A9, A10, A12, A13, A14, A15, A16, FR6, FR16</p> <p>Level 2</p> <p>R1, R2, R4, R7, R8, R9, R10, E1, E2, E7, E8, E9, S1, S2, S3, FR6, FR12, A7, A8, A11, A12, A13</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, R13, E1, E2, E3, FR8, FR9, A2, A3</p>
5-4	<ul style="list-style-type: none"> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order 	5.7.D; 4.7.D;	<p>Level 3</p> <p>R7, E7, E9, E11, E13, E14, E15, S1, S2, S3, FR6, FR16</p>
3-2	<ul style="list-style-type: none"> Retell and paraphrase texts in ways that maintain meaning and logical order 	3.7.D; 2.7.D	<p>Level 2</p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E7, E8, E9, E10, S1, S2, S3, FR6, FR12</p>
1-K	<ul style="list-style-type: none"> Retell texts in ways that maintain meaning 	1.7.D; K.6.D	<p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, R13, E1, E2, E3, FR8</p>

Prerequisite Vertical Alignment: Response Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-3	<ul style="list-style-type: none"> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating 	5.7.E; 4.7.E; 3.7E	<p>Level 3 R7, E14, S1, S2, S3, A13, A14, A15, A16, FR16</p> <p>Level 2 R7, R8, R9, R10, E7, E8, E9, S1, S2, S3, FR6, A12, A13, A14</p>
2-K	<ul style="list-style-type: none"> Interact with sources in meaningful ways such as illustrating or writing 	2.7.E; 1.7.E; K.6.E	<p>Level 1 R2, R5, R6, R14, E1, E2, E3, FR8, A2, A3, A4</p>
5-4	<ul style="list-style-type: none"> Respond using newly acquired vocabulary as appropriate 	5.7.F; 4.7.F; 3.7.F; 2.7.F; 1.7.F; K.6.F	<p>Level 3 R1, R2, R3, R4, R5, R6, R7, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR6, FR16</p> <p>Level 2 R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR7, FR12, A11, A12, A13, A14</p> <p>Level 1 R1,R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, E1, E2, E3, FR5, FR8, FR10, FR11, A2, A3, A4</p>

Prerequisite Vertical Alignment: Response Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-3	<ul style="list-style-type: none"> Discuss specific ideas in the text that are important to the meaning 	5.7.G; 4.7.G; 3.7.G	<p>Level 3 E1, E2, E3, E4, E5, E6, E7, E9, E10, E11, E13, E14, E15, S1, S2, S3, A13, FR5, FR6</p> <p>Level 2 E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR12</p> <p>Level 1 R2, E1, E2, E3</p>
Pre-K	<ul style="list-style-type: none"> Communicate basic emotions/feelings Show control of tasks that require small-muscle strength and control Show increasing control of tasks that require eye-hand coordination 	Pre-K.I.B.2.b Pre-K.I.F	<p>Level 3 E5, E6, E7, E8, E10, E11, E15, S1, S2, S3, A14, A15, A16, A17, FR9, FR12, FR15</p> <p>Level 2 R11, E11, S1, S2, S3, FR12, A12, A13, A14</p> <p>Level 1 R2, R5, R6, E1, E2, E3, FR3, FR4, FR6, FR12, A4</p>

ELAR Area of Focus: Multiple Genres – Literary Elements

Listening, speaking, reading, writing, and thinking using multiple texts. The student recognizes and analyses Literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts.

Multiple Genres – Literary Elements

Understanding and Analysis of Literary and Informational Texts: The student will demonstrate an ability to understand and analyze literary and informational texts including drawing conclusions about theme, characters, conflicts, and genre in different cultural, historical, and contemporary contexts and provide text evidence to support their understanding. The student understands, makes inferences, and draws conclusions about the structure and elements of poetry, literary non-fiction, expository, procedural texts, and drama. The student provides evidence from text to support their understanding (5.8; 4.8; 3.8. 2.8; 1.8; K.7).

<p>Aligned Essence Statements</p>	<p>Identifies themes in fables, legends, myths, or stories; Identifies themes in fictional stories; Identifies plot and character interaction in literary texts; Identifies features of literary non-fiction</p>
<p>Reporting Category</p>	<p>Strand 4: Multiple Genres</p>

Prerequisite Vertical Alignment: Multiple Genres — Literary Elements

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5	<ul style="list-style-type: none"> Infer multiple themes within a text using text evidence 	5.8.A	Level 3 R7, E7, E9, E11, E12, E13, E14, E15, S1, S2, S3, A9, A10, A12, A13, FR5, FR6, FR14
4	<ul style="list-style-type: none"> Infer basic themes supported by text evidence 	4.8.A	Level 2 R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A7, A8, A11
3	<ul style="list-style-type: none"> Infer the theme of a work, distinguishing theme from topic 	3.8.A	Level 1 R2, R5, R6, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, FR10, FR11, FR13, A2, A3
2-K	<ul style="list-style-type: none"> Discuss topics and determine theme using text evidence with adult assistance Discuss topics and determine the basic theme using text evidence with adult assistance (K.7.A) 	2.8.A; 1.8.A; K.7.A	Level 3 R1, R2, R3, R4, R5, R6, R7, E1, E2, E3, E4, E5, E6, E7, E9, E11, E12, E13, E14, E15, S1, S2, S3, A9, A10, A12, A13, FR5, FR6, FR14
5-3	<ul style="list-style-type: none"> Analyze the relationships of and conflicts among the characters Explain the interactions of the characters and the changes they undergo (4.8.B) Explain the relationships among the major and minor characters (3.8.B) 	5.8.B; 4.8.B; 3.8.B	Level 2 R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E7, E8, E9, E10, S1, S2, S3, FR6, FR12, A7, A8, A11
2-1	<ul style="list-style-type: none"> Describe the main character's (characters') internal and external traits (2.8.B) Describe the main character(s) and the reason(s) for their actions (1.8.B) 	2.8.B; 1.8.B	Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3
K	<ul style="list-style-type: none"> Identify and describe the main character(s) 	K.7.A	Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3

Prerequisite Vertical Alignment: Multiple Genres — Literary Elements

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-3	<ul style="list-style-type: none"> Analyze plot elements, including rising action, climax, falling action, and resolution 	5.8.C; 4.8.C; 3.8.C	<p>Level 3</p> <p>R1, R2, R3, R4, R5, R6, R7, E1, E2, E3, E4, E5, E6, E7, E9, E11, E12, E13, E14, E15, S2, S3, A9, A10, A12, A13, FR5, FR6, FR14</p> <p>Level 2</p> <p>R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E7, E8, E9, E10, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
2-K	<ul style="list-style-type: none"> Describe and understand plot elements, including the main events, and the conflict and the resolution for texts read aloud and independently (2.8.C) Describe plot elements, including the main events, the problem, and the resolution for texts read aloud and independently (1.8.C) Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (1.7.C) 	2.8.C; 1.8.C; K.7.C	<p>Level 3</p> <p>R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E7, E8, E9, E10, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
5-3	<ul style="list-style-type: none"> Analyze the influence of the setting, including historical and cultural settings on the plot Explain the influence of the setting, including historical and cultural settings on the plot (4.8.D) Explain the influence of the setting on the plot (3.8.D) 	5.8.D; 4.8.D; 3.8.D	<p>Level 3</p> <p>R2, R3, R4, R7, E2, E3, E7, E9, E11, E12, E13, E14, E15, S2, S3, A9, A10, A12, A13, FR6, FR14</p> <p>Level 2</p> <p>R1, R2, R7, R8, R9, R10, E1, E2, E3, E7, E8, E9, S1, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
2-K	<ul style="list-style-type: none"> Describe the importance of the setting. Describe the setting (1.8.D; K.7.D)= 	1.8.D; K.7.D	<p>Level 3</p> <p>R1, R2, R7, R8, R9, R10, E1, E2, E3, E7, E8, E9, S1, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>

ELAR Area of Focus: Multiple Genres – Genres

Listening, speaking, reading, writing, and thinking using multiple texts. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Multiple Genres – Genres

Understanding and Analysis of Genre Specific Characteristics: The student understands, makes inferences, and draws conclusions about the structure and elements of the following genres: fables, folk tales, myths, legends, poetry, informational, digital, persuasive, procedural texts, and drama. The student provides evidence from text to support their understanding (5.10; 4.10; 3.10; 2.10; 1.10; K.9).

Aligned Essence Statements

- Identifies themes in fables, legends, myths, or stories;
- Identifies themes in fictional stories;
- Identifies the structure and elements of poetry;
- Identifies the main idea and supporting details in informational texts;
- Recognizes sequence and uses factual information from graphic features in procedural texts;
- Recognizes persuasive language in texts;
- Uses information from graphic features in procedural texts;
- Identifies the structure and elements of drama;
- Identifies plot and character interaction in literary texts;
- Identifies features of literary non-fiction

Reporting Category

Strand 4: Multiple Genres

Prerequisite Vertical Alignment: Multiple Genres – Genres

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folk tales, fables, legends, myths, and tall tales Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folk tales, fables, fairy tales, legends, and myths (3.9.A) Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folk tales, fables, and fairy tales (2.9.A) Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folk tales, fables, fairy tales, and nursery rhymes (1.9.A; K.8.A) 	5.9.A; 4.9.A; 3.9.A; 2.9.A; 1.9.A; K.8.A	<p>Level 3</p> <p>R2, R3, R4, R7, E2, E3, E4, E7, E9, E11, E13, E14, E15, S2, S3, A9, A10, A12, A13, FR6, FR14, FR16</p> <p>Level 2</p> <p>R1, R2, R4, R7, R8, R9, R10, E1, E2, E3, E7, E8, E9, S1, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
5-3	<ul style="list-style-type: none"> Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms Explain figurative language such as simile, metaphor, and personification that the poet uses to create images (4.9.B) Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems (3.9.B) 	5.9.B; 4.9.B; 3.9.B	<p>Level 3</p> <p>R3, R4, R7, E3, E4, E7, E9, E11, E13, E14, E15, S2, S3, A9, A10, A12, A13, FR5, FR6, FR14</p> <p>Level 2</p> <p>R1, R2, R4, R8, R9, R10 E1, E2, E3, E5, E7, E8, E9, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>

Prerequisite Vertical Alignment: Multiple Genres – Genres

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
2-K	<ul style="list-style-type: none"> • Explain visual patterns and structures in a variety of poems • Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1.9.B) • Discuss rhyme and rhythm in nursery rhymes and a variety of poems (K.8.B) 	2.9.B; 1.9.B; K.8.B	<p>Level 3</p> <p>R3, R4, R7, E3, E4, E7, E9, E11, E13, E14, E15, S2, S3, A9, A10, A12, A13, FR5, FR6, FR14</p> <p>Level 2</p> <p>R1, R2, R4, R8, R9, R10, E1, E2, E3, E5, E7, E8, E9, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
5-K	<ul style="list-style-type: none"> • Explain structure in drama such as character tags, acts, scenes, and stage directions • Explain structure in drama such as character tags, acts, scenes, and stage directions (4.9.C) • Discuss elements of drama such as characters, dialogue, setting, and acts (3.9.C) • Discuss elements of drama such as characters, dialogue, and setting (2.9.C) • Discuss elements of drama such as characters and setting (1.9.C) • Discuss main characters in drama (K.9.C) 	5.9.C; 4.9.C; 3.9.C; 2.9.C; 1.9.C; K.8.C	<p>Level 3</p> <p>R2, R3, R4, R5, R7, E2, E3, E4, E5, E6, E7, E9, E11, E12, E13, E14, E15, S2, S3, A9, A10, A12, A13, FR5, FR6, FR14</p> <p>Level 2</p> <p>R1, R2, R3, R7, R8, R9, R10, R11, E1, E2, E3, E4, E7, E8, E9, E10, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>

Prerequisite Vertical Alignment: Multiple Genres – Genres

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> • Recognize characteristics and structures of informational text including: <ul style="list-style-type: none"> ○ The central idea with supporting evidence (with adult assistance 2-K) (5.9.D.i; 4.9.D.i; 3.9.D.i; 2.9.D.i; 1.9.D.i; K.8.D.i) ○ Features such as insets, timelines, and sidebars to support understanding (5.9.D.ii) ○ Features such as pronunciation guides and diagrams to support understanding (4.9.D.ii) ○ Features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding (3.9.D.ii) ○ Features and graphics to locate and gain information (2.9.D.ii) ○ Features and simple graphics to locate or gain information (1.9.D.ii) ○ Titles and simple graphics to gain information (K.8.D.ii) ○ Organizational patterns such as logical order and order of importance (5.9.D.iii) ○ Organizational patterns such as compare and contrast (4.9.D.iii) ○ Organizational patterns such as cause and effect and problem and solution (3.9.D.iii) ○ Organizational patterns such as chronological order and cause and effect stated explicitly (2.9.D.iii) ○ Organizational patterns such as chronological order and description with adult assistance (1.9.D.iii) ○ The steps in a sequence with adult assistance (K.8.D.iii) 	5.9.D; 4.9.D; 3.9.D; 2.9.D; 1.9.D; K.8.D	<p>Level 3</p> <p>R2, R3, R4, R5, R7, E2, E3, E4, E5, E6, E7, E9, E11, E12, E13, E14, E15, S2, S3, A9, A10, A12, A13, FR5, FR6, FR14</p> <p>Level 2</p> <p>R1, R2, R3, R7, R8, R9, R10, R11, E1, E2, E3, E4, E7, E8, E9, E10, S2, S3, FR6, FR12, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
5-K	<ul style="list-style-type: none"> • Recognize characteristics and structures of argumentative text (5.9.E; 4.9.E; 3.9.E) • Recognize characteristics of persuasive text, including: (2.9.E) <ul style="list-style-type: none"> ○ Identifying the claim (5.9.E.i; 4.9.E.i; 3.9.E.i) ○ Stating what the author is trying to persuade the reader to think or do (2.9.E.i) ○ Explaining how the author has used facts for or against an argument (5.9.E.ii) ○ Explaining how the author has used facts for an argument (4.9.E.ii) ○ Distinguishing facts from opinion (3.9.E.ii; 2.9.E.ii) ○ Identifying the intended audience or reader (5.9.E.iii; 4.9.E.iii; 3.9.E.iii) • Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do (1.9.E; K.9.E) 	5.9.E; 4.9.E; 3.9.E; 2.9.E; 1.9.E; K.9.E	<p>Level 3</p> <p>R7, E7, E9, E11, E13, E14, E15, S3, A9, A10, A12, A13, FR5, FR6, FR14</p> <p>Level 2</p> <p>R1, R2, R4, R7, R8, R9, R10, E1, E2, E3, E5, E7, E8, E9, E10, S3, FR6, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>

Prerequisite Vertical Alignment: Multiple Genres – Genres

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> Recognize characteristics of multimodal and digital texts 	5.9.F; 4.9.F; 3.9.F; 2.9.F; 1.9.F; K.8.F	Level 3 R2, R3, R4, E2, E3, E4, E7, E9, E11, E14, E15, A9, A10, A12, A13, FR6 Level 2 R1, R2, R7, R8, R9, R10, E1, E2, E3, E7, E8, E9, FR6, A7, A8, A11 Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3

ELAR Area of Focus: Author's Purpose and Craft

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop their own products and performances.

Author's Purpose and Craft

Author's Purpose and Craft: The student will analyze, discuss, and explain how the author's use of text structure, print features and/or graphics contributes to the message and author's purpose within the text. Students describe how the author use of language contributes to the message and voice of the text. The student will be able to describe and identify literary and figurative language used by authors to achieve their purposes. The student will be able to analyze text purposefully in order to develop their own products and performances (5.10; 4.10; 3.10; 2.10; 1.10; K.9).

<p>Aligned Essence Statements</p>	<p>Identifies the structure and elements of poetry;</p> <p>Recognizes sequence and uses factual information from graphic features in procedural texts;</p> <p>Recognize persuasive language in texts;</p> <p>Uses information from graphic features in procedural texts;</p> <p>Identifies the structure and elements of drama;</p> <p>Identifies plot and character interaction in literary texts;</p> <p>Identifies features of literary non-fiction</p>
<p>Reporting Category</p>	<p>Strand 5: Author's Purpose and Craft</p>

Prerequisite Vertical Alignment: Multiple Genres – Genres

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> • Explain the author’s purpose and message within a text (5.10.A; 4.10.A; 3.10.A) • Discuss the author’s purpose for writing text (2.10.A; 1.10.A) • Discuss with adult assistance the author’s purpose for writing text (K.9.A) 	<p>5.10.A; 4.10.A; 3.10.A; 2.10.A; 1.10.A; K.9.A</p>	<p>Level 3 R7, E7, E9, E11, E13, E14, E15, S3, A9, A10, A12, A13, FR6, FR14</p> <p>Level 2 R1, R2, R3, R9, R10, E1, E2, E3, E7, E8, E9, S3, FR6, A7, A8, A11</p> <p>Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
5-K	<ul style="list-style-type: none"> • Analyze how the use of text structure contributes to the author’s purpose (5.10.B) • Explain how the use of text structure contributes to the author’s purpose (4.10.B; 3.10.B) • Discuss how the use of text structure contributes to the author’s purpose (2.10.B; 1.10.B) • Discuss with adult assistance how the use of text structure contributes to the author’s purpose (K.10.B) 	<p>5.10.B; 4.10.B; 3.10.B; 2.10.B; 1.10.B; K.9.B</p>	<p>Level 3 R2, R3, R4, R7, E2, E3, E4, E7, E9, E11, E13, E14, E15, S2, S3, A9, A10, A12, A13, FR6, FR14</p> <p>Level 2 R1, R2, R7, R8, R9, R10, E1, E2, E3, E7, E8, E9, S2, S3, FR6, A7, A8, A11</p> <p>Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>

Prerequisite Vertical Alignment: Multiple Genres – Genres

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> • Analyze the author’s use of print and graphic features to achieve specific purposes (5.10.C; 4.10.C) • Explain the author’s use of print and graphic features to achieve specific purposes (3.10.C) • Discuss the author’s use of print and graphic features to achieve specific purposes (2.10.C) • Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes (1.10.C; K.10.C) 	<p>5.10.C; 4.10.C; 3.10.C; 2.10.C; 1.10.C; K.9.C</p>	<p>Level 3 R2, R3, R4, R7, E2, E3, E4, E8, E9, E11, E13, E14, E15, S2, S3, A9, A10, A12, A13, FR6, FR14</p> <p>Level 2 R1, R2, R7, R8, R9, R10, E1, E2, E3, E7, E8, E9, S2, S3, FR6, A7, A8, A11</p> <p>Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3, A4</p>
5-K	<ul style="list-style-type: none"> • Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes (5.10.D) • Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (4.10.D) • Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes (3.10.D) • Describe the use of descriptive, literal, and figurative language (2.10.D) • Describe how the author uses words that help the reader visualize (1.10.D) • Describe with adult assistance how the author uses words that help the reader visualize (K.9.D) 	<p>5.10.D; 4.10.D; 3.10.D; 2.10.D; 1.10.D; K.9.D</p>	<p>Level 3 R3, R4, R7, E3, E4, E7, E9, E11, E13, E14, E15 S2, S3, A9, A10, A12, A13, FR6, FR14</p> <p>Level 2 R1, R2, R7, R8, R9, R10, E1, E2, E3, E7, E8, E9, S2, S3, FR6, A7, A8, A11</p> <p>Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>

Prerequisite Vertical Alignment: Multiple Genres – Genres

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> • Identify and understand the use of literary devices, including first- or third-person point of view (5.10.E; 4.10.E) • Identify the use of literary devices, including first- or third-person point of view (3.10.E) • Identify the use of first or third person in a text (2.10.E) • Listen to and experience first- and third-person texts (1.10.E; K.9.E) 	5.10.E; 4.10.E; 3.10.E; 2.10.E; 1.10.E; K.9.E	<p>Level 3</p> <p>R3, R4, R7, E3, E4, E7, E9, E11, E13, E14, E15 S2, S3, A9, A10, A12, A13, FR6, FR14</p> <p>Level 2</p> <p>R1, R2, R7, R8, R9, R10, E1, E2, E3, E7, E8, E9, S2, S3, FR6, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>
5-2	<ul style="list-style-type: none"> • Examine how the author’s use of language contributes to voice (5.10.F; 4.10.F; 3.10.F) • Identify and explain the use of repetition (2.10.F) 	5.10.F; 4.10.F; 3.10.F; 2.10.F	<p>Level 3</p> <p>R3, R4, R7, E3, E4, E7, E9, E11, E13, E14, E15 S2, S3, A9, A10, A12, A13, FR6, FR14</p> <p>Level 2</p> <p>R1, R2, R7, R8, R9, R10, E1, E2, E3, E7, E8, E9, S2, S3, FR6, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>

Prerequisite Vertical Alignment: Multiple Genres – Genres

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-3	<ul style="list-style-type: none"> • Explain the purpose of hyperbole, stereotyping, and anecdote (5.10.G) • Identify and explain the use of anecdote (4.10.G) • Identify and explain the use of hyperbole (3.10.G) 	5.10.G; 4.10.G; 3.10.G	<p>Level 3</p> <p>R3, R4, R7, E3, E4, E7, E9, E11, E13, E14, E15 S2, S3, A9, A10, A12, A13, FR6, FR14</p> <p>Level 2</p> <p>R1, R2, R7, R8, R9, R10, E1, E2, E3, E7, E8, E9, S2, S3, FR6, A7, A8, A11</p> <p>Level 1</p> <p>R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A2, A3</p>

ELAR Area of Focus: Composition

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.

Composition

Composition: The student uses the writing process (planning drafts, using a purposefully organized structure, developing ideas, revising and editing drafts and publishing) to compose multiple texts that are legible and use appropriate conjunctions (5.11; 4.11; 4.11; 3.11; 2.11; 1.11; K.10).

Emergent Literacy – Writing Domain: The student independently writes to communicate their ideas for a variety of purposes (Pre-K.IV.A.2). The student discusses and contributes ideas for drafts composed in whole/small group writing activities. The student interacts and provides suggestions to revise and edit class-made drafts. The student shares and celebrates class-made and individual writing products (Pre-K.IV.B). The student uses appropriate directionality when writing. The student begins to experiment with punctuation when writing (Pre-K.IV.C.4; Pre-K.IV.C.5).

<p>Aligned Essence Statements</p>	<p>Revises text to clarify and improve meaning; Revises topic sentence and supporting details in expository text; Edits text using correct grammar, mechanics and spelling; Edits text for correct word usage; Edits text for correct capitalization and punctuation</p>
<p>Reporting Category</p>	<p>Strand 6: Composition</p>

Prerequisite Vertical Alignment: Composition

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> • Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping (5.11.A; 4.11.A; 3.11.A) • Plan a first draft by generating ideas for writing such as drawing and brainstorming (2.11.A; 1.11.K) • Plan by generating ideas for writing through class discussions and drawings (K.10.A) 	5.11.A; 4.11.A; 3.11.A; 2.11.A; 1.11.A; K.10.A	<p>Level 3 A14, A15, A16, FR5, FR6, FR14</p> <p>Level 2 FR6, FR12, A12, A13</p> <p>Level 1 R2, FR8, A4</p>
5-1	<ul style="list-style-type: none"> • Develop drafts into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> ◦ Organizing with purposeful structure, including an introduction, transitions, and a conclusion (5.11.B.i; 4.11.B.i) ◦ Organizing with purposeful structure, including an introduction and a conclusion (3.11.B.i) ◦ Organizing with structure (2.11.B.i; 1.11.B.i) ◦ Developing an engaging idea reflecting depth of thought with specific facts and details (5.11.B.ii) ◦ Developing an engaging idea with relevant detail (4.11.B.ii; 3.11.B.ii) ◦ Developing an idea with specific and relevant details (2.11.B.ii; 1.11.B.ii) 	5.11.B; 4.11.B; 3.11.B; 2.11.B; 1.11.B	<p>Level 3 A14, A15, A16</p> <p>Level 2 A12, A13</p> <p>Level 1 R2, A4</p>
K	<ul style="list-style-type: none"> ◦ Develop drafts in oral, pictorial, or written form by organizing ideas 	K.10.B	
5-K	<ul style="list-style-type: none"> ◦ Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (5.11.C; 4.11.C; 3.11.C) ◦ Revise drafts by adding, deleting, or rearranging words, phrases, or sentence (2.11.C) ◦ Revise drafts by adding details in pictures or words (1.11.C; K.11.C) 	5.11.C; 4.11.C; 3.11.C; 2.11.C; 1.11.C; K.10.C	<p>Level 3 A14, A15, A16, FR9</p> <p>Level 2 A12, A13</p> <p>Level 1 R2, A4</p>

Prerequisite Vertical Alignment: Composition

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> • Edit drafts using standard English conventions, including: <ul style="list-style-type: none"> ○ Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ○ Complete simple and compound sentences with subject-verb agreement ○ Complete sentences with subject-verb agreement (2.11.D.i; 1.11.D.i) ○ Complete sentences (K.10.D.i) ○ Past tense of irregular verbs (5.11.D.ii; 4.11.D.ii) ○ Past, present, and future verb tense (3.11.D.ii; 2.11.D.ii) ○ Past and present verb tense (1.11.D.ii) ○ Verbs (K.10.D.ii) ○ Collective nouns (5.11.D.iii) ○ Singular, plural, common, and proper nouns (4.11.D.iii; 3.11.D.iii; 2.11.D.iii; 1.11.D.iii) ○ Singular and plural nouns (K.10.D.ii) ○ Adjectives, including their comparative and superlative forms (5.11.D.iv; 4.11.D.iv; 3.11.D.iv) ○ Adjectives, including articles (2.11.D.iv; 1.11.D.iv; K.10.D.iv) ○ Conjunctive adverbs (5.11.D.v) ○ Adverbs that convey frequency and adverbs that convey degree (4.11.D.v) ○ Adverbs that convey time and adverbs that convey manner (3.11.D.v) ○ Adverbs that convey time and adverbs that convey place (2.11.D.v) ○ Adverbs that convey time (1.11.D.v) ○ Prepositions and prepositional phrases and their influence on subject-verb agreement (5.11.D.vi) ○ Prepositions and prepositional phrases (4.11.D.vi; 3.11.D.vi; 2.11.D.vi) ○ Prepositions (1.11.D.vi; K.10.D.v) ○ Pronouns, including indefinite (5.11.D.vii) ○ Pronouns, including reflexive (4.11.D.vii) ○ Pronouns, including subjective, objective, and possessive cases (3.11.D.vii; 2.11.D.vii; 1.11.D.vi) 	5.11.D; 4.11.D; 3.11.D; 2.11.D; 1.11.D; K.10.D	<p>Level 3</p> <p>R2, R3, R4, E2, E3, E4, E6, E7, E10, A14, A15, A16, FR9</p> <p>Level 2</p> <p>R4, E5, A12, A13</p> <p>Level 1</p> <p>R2, A4</p>

Prerequisite Vertical Alignment: Composition

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> ○ Subordinating conjunctions to form complex sentences (5.11.D.viii) ○ Coordinating conjunctions to form compound subjects, predicates, and sentences (4.11.D.viii) ○ Coordinating conjunctions to form compound subjects and predicates (3.11.D.viii; 2.11.D.viii) ○ Capitalization of abbreviations, initials, acronyms, and organizations (5.11.D.ix) ○ Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (4.11.D.ix) ○ Capitalization of official titles of people, holidays, and geographical names and places (3.11.D.ix) ○ Capitalization of months, days of the week, and the salutation and conclusion of a letter (2.11.D.ix) ○ Capitalization for the beginning of sentences and the pronoun “I” (1.11.D.viii) ○ Capitalization of the first letter in a sentence and name (K.11.D.vii) ○ Italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences (5.11.D.x) ○ Punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (4.11.D.x) ○ Punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (3.11.D.x) ○ End punctuation, apostrophes in contractions, and commas with items in a series and in dates (2.11.D.x) ○ Punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1.11.D.viii) ○ Punctuation marks at the end of declarative sentence (K.10.D.viii) ○ Correct spelling of words with grade appropriate orthographic patterns and rules and high frequency words (5.11.D.xi; 4.11.D.xi; 3.11.D.xi; 2.11.D.xi; K.10.D.ix) ○ Correct spelling of words with grade appropriate orthographic patterns and rules and high frequency words with adult assistance (1.11.D.x) 	5.11.D; 4.11.D; 3.11.D; 2.11.D; 1.11.D; K.10.D	(See previous page)

Prerequisite Vertical Alignment: Composition

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-1	<ul style="list-style-type: none"> Publish written work for appropriate audiences (5.11.E; 4.11.E; 3.11.E) Publish and share writing (2.11.E; 1.11.E) 	5.11.E; 4.11.E; 3.11.E; 2.11.E; 1.11.E	Level 3 A14, A15, A16 Level 2 A12, A13 Level 1 R2, A4
K	<ul style="list-style-type: none"> Share writing (K.10.E) 	K.10.E	Level 3 A14, A15, A16, FR5, FR6, FR14 Level 2 FR6, FR12, A12, A13 Level 1 R2, FR8, A4
Pre-K	<ul style="list-style-type: none"> Intentionally uses marks, letters, or symbols to record language and verbally shares meaning Independently writes to communicate their ideas for a variety of purposes 	Pre-K.IV.A	Level 3 A14, A15, A16, FR5, FR6, FR14 Level 2 FR6, FR12, A12, A13 Level 1 R2, FR8, A4
	<ul style="list-style-type: none"> Discusses and contributes ideas for drafts composed in whole/small group writing activities Interacts and provides suggestions to revise and edit class-made products Shares and celebrates class-made and individual written products 	Pre-K.IV.B	
	<ul style="list-style-type: none"> Writes own name using legible letters in proper sequence Moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing Independently uses letters to make words or parts of words Uses appropriate directionality when writing Begins to experiment with punctuation when writing 	Pre-K.IV.C	

ELAR Area of Focus: Composition – Genres

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Composition – Genres

Composition Genres: The student writes expository, informational, literary (poetry, personal narratives and fiction), argumentative, correspondence, and procedural text to communicate ideas and information to specific audiences for specific purposes. The student composes multiple texts using specific genre characteristics to communicate ideas (5.12; 4.12.; 3.12; 2.12; 1.12; K.11).

Aligned Essence Statements

**Revises text to clarify and improve meaning;
Revises topic sentence and supporting details in expository text**

Reporting Category

Strand 6: Composition Genres

Prerequisite Vertical Alignment: Composition – Genres

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft (5.12.A) Compose literary texts such as personal narratives and poetry using genre characteristics and craft (4.12.A; 3.12.A) Compose literary texts, including personal narratives and poetry (2.12.A) Dictate or compose literary texts, including personal narratives and poetry (1.12.A; K.11.A) 	5.12.A; 4.12.A; 3.12.A; 2.12.A; 1.12.A; K.11.A	Level 3 A14, A15, A16 Level 2 A12, A13 Level 1 R2, A4

Prerequisite Vertical Alignment: Composition – Genres

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-1	<ul style="list-style-type: none"> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft (5.12.B; 4.12.B; 3.12.B) Compose informational texts, including procedural texts and reports (2.12.B) Dictate or compose informational texts, including procedural texts (1.12.B) Dictate or compose informational texts (K.11.B) 	5.12.B; 4.12.B; 3.12.B; 2.12.B; 1.12.B; K.11.B	<p>Level 3 A14, A15, A16</p> <p>Level 2 A12, A13</p> <p>Level 1 R2, A4</p>
5-3	<ul style="list-style-type: none"> Compose argumentative texts, including opinion essays, using genre characteristics and craft 	5.12.C; 4.12.C; 3.12.C	<p>Level 3 A14, A15, A16</p> <p>Level 2 A12, A13</p> <p>Level 1 R2, A4</p>
5-1	<ul style="list-style-type: none"> Compose correspondence that requests information (5.12.D; 4.12.D) Compose correspondence such as thank you notes or letters (3.12.D; 2.12.C) Dictate or compose correspondence such as thank you notes or letters (1.12.C) 	5.12.D; 4.12.D; 3.12.D; 2.12.C; 1.12.C	<p>Level 3 A14, A15, A16</p> <p>Level 2 A12, A13</p> <p>Level 1 R2, A4</p>

ELAR Area of Focus: Inquiry and Research

Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short term and sustained recursive inquiry processes for a variety of purposes.

Inquiry and Research

Inquiry and research: The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes including generating questions, developing and following a research plan, identifying and gathering important information, identifying sources of information, demonstrating understanding of information gathered, and using an appropriate mode for delivery of information (K.12; 1.13; 2.13; 3.13; 4.13; 5.13). The student will identify differences between plagiarism and paraphrasing information and will correctly cite information to acknowledge sources of information used (2.13; 3.13; 4.13; 5.13).

Aligned Essence Statements

Revises topic sentence and supporting details in expository text;
Revises text to clarify and improve meaning;
Edits text for correct word usage

Reporting Category

Strand 7: Inquiry and Research

Prerequisite Vertical Alignment: Inquiry and Research

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-K	<ul style="list-style-type: none"> Generate and clarify questions on a topic for formal and informal inquiry (5.13.A; 4.13.A; 3.13.A) Generate questions for formal and informal inquiry with adult assistance (2.13.A; 1.13.A; K.12.A) 	5.13.A; 4.13.A; 3.13.A; 2.13.A; 1.13.A; K.12.A	Level 3 E9, E13, A14, A15, A16, FR14 Level 2 A12, A13 Level 1 R2, A4

Prerequisite Vertical Alignment: Inquiry and Research

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5.K	<ul style="list-style-type: none"> Develop and follow a research plan with adult assistance 	5.13.B; 4.13.B; 3.13.B; 2.13.B; 1.13.B; K.12.B	Level 3 FR 14
5-K	<ul style="list-style-type: none"> Identify and gather relevant information from a variety of sources (5.13.C; 4.13.C; 3.13.C) Identify and gather relevant sources and information to answer the questions (2.13.C) Identify and gather relevant sources and information to answer the questions with adult assistance (1.13.C) Gather information from a variety of sources with adult assistance (K.12.C) 	5.13.C; 4.13.C; 3.13.C; 2.13.C; 1.13.C; K.12.C	Level 3 FR 14 Level 2 R9, R10, E8, E9, FR12 Level 1 R2, FR8, FR11
5-2	<ul style="list-style-type: none"> Understand credibility of primary and secondary sources (5.13.D) Identify primary and secondary sources (4.13.D; 3.13.D; 2.13.D) 	5.13.D; 4.13.D; 3.13.D 2.13.D;	Level 3 E9, E11, E13 Level 2 A12, A13 Level 1 R2, A4
5-K	<ul style="list-style-type: none"> Demonstrate understanding of information gathered (5.13.E; 4.13.E; 3.13.E; 2.13.E) Demonstrate understanding of information gathered with adult assistance (1.13.D; K.12.D) 	5.13.E; 4.13.E; 3.13.E; 2.13.E; 1.13.D; K.12.D	Level 3 E9, E11, E13, E14, E15, FR5, FR6, FR14 A16 Level 2 R1, R2, R4, R7, R8, R9, R10, E1, E2, E3, E5, E7, E8, E9, FR6, FR12, A7, A8, A11, A13 Level 1 R2, R7, R8, R9, R10, R11, R12, FR6, A2, A3

Prerequisite Vertical Alignment: Inquiry and Research

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5-3	<ul style="list-style-type: none"> Differentiate between paraphrasing and plagiarism when using source materials 	5.13.F; 4.13.F; 3.13.F	N/A
5-2	<ul style="list-style-type: none"> Develop a bibliography (5.13.G; 4.13.G) Create a works cited page (3.13.G) Cite sources appropriately (2.13.F) 	5.13.G; 4.13.G; 3.13.G; 2.13.F	<p>Level 3 A14, A15, A16</p> <p>Level 2 A12, A13</p> <p>Level 1 R2, A4</p>
5-K	<ul style="list-style-type: none"> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results 	5.13.H; 4.13.H; 3.13.H; 2.13.G; 1.13.E; K.12.E	<p>Level 3 R7, E2, E3, E4, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S2, S3, A14, A15, A16, FR5, FR6, FR14</p> <p>Level 2 R1, R2, R4, R7, R8, R9, R10, E1, E2, E3, E5, E6, E7, E8, E9, S2, S3, FR6, A12, A13</p> <p>Level 1 R2, R7, R8, R9, R10, R11, R12, E1, E2, E3, FR8, A4</p>