Comprehension

Third Grade Teacher Reading Academy

Teacher Reading Academies

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Comprehension Instruction
Introduction

Reading is central to learning—in school, in the workplace, and in everyday life. How well children learn to read sets the foundation for their future success. The Texas Reading Initiative began in 1996 in response to then-Governor George W. Bush’s challenge to all Texans to focus on the most basic of education goals—teaching all children to read. The goal the Governor set was clear: every child, each and every child, must learn to read.

The Texas Education Agency, in response to Bush’s challenge, has worked on a multifaceted effort aimed at providing information, resources, and knowledge to assist parents, educators, school board members, administrators, public officials, and business and community leaders as they seek to meet this goal. The Initiative has been built on years of demonstrated leadership and commitment of the Texas State Board of Education in the areas of reading development and reading difficulties. The Initiative has relied on the convergence of reading research from the past several decades that illuminates the way children learn to read and how to enhance that process.

In 1997, TEA first published the document, Beginning Reading Instruction, Components and Features of a Research-Based Reading Program, also known as the “red book.” This booklet described important aspects of effective reading instruction, as well as elements of classroom and administrative support for effective instruction.

Since its initial publication, over 260,000 copies of Beginning Reading Instruction have been printed and distributed. It has served as the basis for professional development, the development of curriculum standards and instructional materials, as well as the establishment of research-based reading programs in schools. The purpose of the booklet was to provide information which can be used to guide decisions as local school districts and educators worked toward then-Governor Bush’s stated goal, “all students will read on grade level or higher by the end of the third grade and continue reading on or above grade level throughout their schooling.”

After the initial distribution of Beginning Reading Instruction, several projects were undertaken to develop companion documents to the “red book.” These first companion documents: Spotlight on Reading, A Companion to Beginning Reading Instruction; Beginning Reading Instruction: Practical Ideas for Parents; and Instrucción Para Comenzar a Leer: Ideas Prácticas Para Padres de Familia, were published. In addition to these documents, the Agency, in collaboration with the University of Texas Center for Reading and Language Arts, has worked on additional booklets that provide information on reading topics such as vocabulary development, comprehension, and content-area reading.

Governor Rick Perry continues to support the goal that all children will learn to read. This “Red Book Series” serves as a resource to our schools and all stakeholders interested in meeting the Governor’s goal.

This booklet, Comprehension Instruction, would not be possible without the contributions of the consultants and staff of the University of Texas Center for Reading and Language Arts and the staff of the Texas Education Agency. A special thanks goes to Jean Osborn, Center for the Study of Reading, University of Illinois at Champaign-Urbana, and Fran Lehr.
Comprehension Instruction

The purpose of reading is comprehension, or to get meaning from written text. Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives.

A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

Over the past few decades, research has revealed a great deal of information about how readers get meaning from what they read, and about the kinds of instructional activities and procedures that are most successful in helping students to become good readers.

The first part of this document looks at some of the important ideas about reading, comprehension, and comprehension instruction that have emerged from this research. The second part describes what comprehension instruction based on this research can look like, and the third part provides specific research-based instructional activities and procedures that can be used as part of comprehension instruction.

What Research Tells Us About Reading, Comprehension, and Comprehension Instruction

For many years, reading instruction was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. Comprehension was viewed as the mastery of these skills. One important classroom study conducted during the 1970s found that typical comprehension instruction followed what the study called a mentioning, practicing, and assessing procedure. That is, teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, and then assessed them to find out if they could use the skill correctly. Such instruction did little to help students learn how or when to use the skills, nor was it ever established that this particular set of skills enabled comprehension.

At about this time, a group of psychologists, linguists, and computer scientists began to focus research attention on how the mind works—how people think and learn. A goal of this new research movement, called cognitive science, was to produce an applied science of learning.

In the field of reading, a number of cognitive scientists focused their attention on how readers construct meaning as they read. Specifically, they studied the mental activities that good readers engage in to achieve

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1 In this booklet, the term text is used to mean any type of written material. A text can be, for example, a page in a novel, an entire short story, an article in a newspaper or magazine, the print on a computer screen, the words on a sign, or a chapter in a school textbook.


comprehension. From these studies an entirely new concept emerged about what reading is. According to the new concept, reading is a complex, active process of constructing meaning—not skill application.  

The act of constructing meaning is:

- **interactive**—it involves not just the reader but also the text and the context in which reading takes place;
- **strategic**—readers have purposes for their reading and use a variety of strategies and skills as they construct meaning; and
- **adaptable**—readers change the strategies they use as they read different kinds of text or as they read for different purposes;

While cognitive science research was producing valuable information about comprehension processes, reading education researchers were reporting important findings about what comprehension instruction looks like in the most effective reading classrooms.

The convergence of these strands of research has provided a wealth of information about what good readers do as they read, about how good and poor readers differ, and about the kind of instruction that is needed to help students to become good readers.

**What Do Good Readers Do As They Read?**

One way that researchers have studied what good readers do, has been to ask them to think aloud as they read. From these studies, researchers have determined that the seemingly effortless activity described as “good reading” is made up of a set of highly complex, well developed, and well practiced skills and abilities. Particularly impressive is the way in which good readers actively and consciously coordinate these skills and strategies before, during, and after reading a text.

Before reading, good readers tend to set goals for their reading. They note the structure or organization of the text, and often create a mental overview or outline of the text to help them decide whether it is relevant to their goals.

During reading, good readers read words accurately and quickly, and simultaneously deal with the meanings of those words—as well as the meanings of the phrases and sentences into which the words are grouped. Good readers connect the meaning of one sentence to the meaning of another. If something is confusing to them, they use their background knowledge to try to clarify the meanings of words and phrases. Sometimes good readers interact with the text by asking themselves questions about its content and reflecting on its ideas. They are adept at using their background knowledge to make predic-

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tions about what might happen next and to understand ideas as they encounter them. Good readers continually evaluate their predictions and revise them as needed.9

Good readers are selective as they read. They are likely to focus more of their attention on the parts of the text that are most closely tied to their reading goals. They may decide to skip some parts of a text because they already understand the content or because they do not think the parts are important to what they need (or want) to learn from the text. They may decide, after reading several pages, to skip the rest of a chapter because they recently read something similar. On the other hand, they may decide—either because they do not clearly understand the content or because they find the topic interesting—to reread a passage or chapter before going on. They also may summarize the content of a passage as they read it. In doing so, they may consciously determine what is important, what is supportive, and what is less important.

As they read, good readers often make inferences. They may draw on their background knowledge or look for clues in the text to supply information about characters or events that the author has not provided directly. Some good readers may also create mental images, or visualize a setting, event, or character to help them understand a passage in a text.

Good readers monitor their comprehension as they read.10 When they realize that they do not understand what they are reading, they apply procedures to “repair” or “fix-up” their lack of understanding. For example, they may ask themselves questions about the meaning of what they are reading, they may rephrase a passage in their own words, they may look up the meanings of difficult words, or they may outline the content of the text.11

After reading, good readers often think about or reflect on what they read. They may mentally summarize major points or events in the text, or even go to other sources to find additional information about the text’s topic.

In short, good readers are most often strategic readers. That is, they use a number of comprehension strategies to get meaning from text. Comprehension strategies are conscious plans or procedures that are under the control of a reader, who makes decisions about which strategies to use and when to use them.

In addition, good readers engage in metacognition as they read. Cognition refers to mental functions such as remembering, focusing attention, and processing information. Metacognition refers to people’s awareness of their cognition; that is, their thoughts about their own thinking.12 From an array of possibilities, for example, readers with metacognitive awareness are able consciously and automatically to select the appropriate comprehension strategies for use with a particular text.

How Do Poor Readers Differ From Good Readers?

In contrast to good readers, most poor readers do not read strategically. Nor do they have sufficient metacognitive awareness to develop, select, and apply strategies that can enhance their comprehension of text.

Typical poor readers rarely prepare before reading. They often begin to read without setting goals. They seldom consider how best to read a particular type of text.13

During reading, poor readers may have difficulty decoding, and so have difficulty reading the words of their texts accurately. In addition, some poor readers read too slowly, or lack fluency. As a result of their slow, labored reading, they often do not comprehend much of what they read, and the attention they have to give to figuring out the words keeps them from understanding the text’s message.14

All too often poor readers lack sufficient background knowledge about the topic of a text. They may have trouble connecting the ideas of a text. They often are not familiar with the vocabulary they encounter, and have trouble determining word meanings. Further, even when poor readers possess relevant background knowledge, they frequently are not able to activate it to help them understand what they read.

Some poor readers also are unaware of text organization. They do not know enough about the organizational structure of narratives or the various organizational structures of expository texts to help them read and understand.

After reading, poor readers typically do not think about or reflect upon what they have read. They almost never seek out additional information about a topic.

The cumulative effect of these difficulties is that poor readers often lose confidence in their ability to read. Because reading is difficult for them, poor readers cannot and do not read widely. As a result, they are exposed to much less text than are good readers and so receive much less practice reading. Further, the practice they do receive is often frustrating, because many of the texts they are asked to read are too difficult for them.15

The question then is: How can classroom reading instruction help poor readers—indeed, all students—become more like good readers? Research suggests that the answer may lie in providing students with instruction that both teaches them the comprehension strategies that work so well for good readers, and helps them to develop the necessary metacognitive awareness of how and when to use these strategies.

What Are the Key Comprehension Strategies to Teach?

Studies on good readers have identified a number of comprehension strategies to be highly useful. These strategies range from the simple to the complex. From the array of strategies examined by researchers, the following strategies have been shown to be especially helpful and to lend themselves particularly well to instruction.16

Activating and Using Background Knowledge

This strategy requires readers to activate their background knowledge and to use that knowledge to help them understand what they are reading. Background knowledge is made up of a person’s experiences with the world (including what he or she has read), along with his or her concepts about how written text works, including word identification, print concepts, word meaning, and how text is organized. Research has established that readers’ existing knowledge is critical for them to comprehend what they read.17

Schema theory is one of the most important contributions made by cognitive scientists to the understanding of how comprehension works.18 This theory is based on how people organize and activate their knowledge.

According to schema theory, as people learn about the world, they develop a large network of knowledge structures, or schemas, with each schema connected to many others. These schemas grow and change as a person acquires new information through experience and reading. For example, a very young child’s schema for dog might contain only her or his understanding of the family pet—something white, furry, and fun to play with. As the child gains more experiences with a variety of dogs in a variety of settings, the dog schema will expand and be refined. It may connect to other schema—types of dogs; colors of dogs; foods dogs eat; places where dogs stay when the family is on vacation; dangerous dogs; who veterinarians are; and locations of important dog shows.

When they applied schema theory to reading comprehension, cognitive scientists found that good readers constantly connect their background knowledge to the new knowledge they encounter in a text. In fact, they appear to activate a schema as soon they begin to read. The initial schema then activates others, thus directly affecting how readers understand and react to a text.19

Schemas that are related to text organization are especially important to comprehension. Having knowledge of a text’s organization improves students’ understanding of that text.20

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16 Dole et al., 1991.

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Generating and Asking Questions

This strategy involves readers asking themselves questions throughout the reading of a text. The ability of readers to ask themselves relevant questions as they read is especially valuable in helping them to integrate information, identify main ideas, and summarize information. Asking the right questions allows good readers to focus on the most important information in a text. 21

Generating good questions may also lead readers to focus on problems with comprehension and to take actions to deal with these problems. 22

Making Inferences

This strategy requires readers to evaluate or draw conclusions from information in a text. Authors do not always provide complete descriptions of, or explicit information about, a topic, setting, character, or event. However, they often provide clues that readers can use to “read between the lines”—by making inferences that combine information in the text with their background knowledge.

It has been shown that when readers are taught how to make inferences, they improve their abilities to construct meaning. Indeed, research indicates that the ability to make inferences is crucial to successful reading. 23

Predicting

This strategy involves the ability of readers to get meaning from a text by making informed predictions. Good readers use predicting as a way to connect their existing knowledge to new information from a text, to get meaning from what they read. 24 Before reading, they may use what they know about an author to predict what a text will be about. The title of a text may trigger memories of texts with similar content, allowing them to predict the content of the new text.

During reading, good readers may make predictions about what is going to happen next, or what ideas or evidence the author will present to support an argument. They tend to evaluate these predictions continually, and revise any prediction that is not confirmed by the reading.

Summarizing

This strategy involves the ability of readers to pull together, or synthesize information in a text so as to explain in their own words what the text is about. Summarizing is an important strategy because it can enable readers to recall text quickly. It also can make readers more aware of text organization, of what is important in a text and of how ideas are related. 25


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Effective summarizing of expository text may involve such things as condensing the steps in a scientific process, the stages of development of an art movement, or the episodes that led to some major historical event.

Effective summarizing of narrative text can involve such things as connecting and synthesizing events in a story line or identifying the factors that motivate a character’s actions and behavior.

Visualizing

This involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands a text. Some research suggests that readers who visualize as they read are better able to recall what they have read than are those who do not visualize.26

Visualizing is especially valuable when it is applied to narrative texts. In reading narratives, readers often can develop a clear understanding of what is happening by visualizing the setting, characters, or actions in the plot. However, visualizing can also be applied to the reading of expository texts, with readers visualizing steps in a process or stages in an event, or creating an image to help them remember some abstract concept or important name.27

Comprehension Monitoring

This involves the ability of readers to know when they understand what they read, when they do not understand, and to use appropriate strategies to improve their understanding when it is blocked.28 Comprehension monitoring is a form of metacognition. Good readers are aware of and monitor their thought processes as they read. In contrast, poor readers “just do it.”29

The strategies employed by good readers to improve understanding are called “repair” or “fix-up” strategies. Specific repair strategies include rereading, reading ahead, clarifying words by looking them up in a dictionary or glossary, or asking someone for help.30

In general, good readers use a variety of strategies such as the ones just discussed to construct meaning as they read. However, not all good readers use the same strategies; good readers tend to develop and practice those strategies that are most useful to them. Further, good readers are flexible in their strategy use: they switch from strategy to strategy as they read; they use different strategies with different kinds of texts.

The point is, because good readers have conscious control of their strategy use, they are able to make decisions about which strategies to use and when to use them. Most good readers do this with little or no explicit strategy instruction. Most students, however, can benefit greatly from organized, explicit instruction that teaches them to use specific strategies for understanding text.

The good news is that specific comprehension strategies can be taught and learned—and that their deliberate use by readers improves comprehension.31

31 National Reading Panel, 2000.
What Is Effective Comprehension Instruction?

Effective comprehension instruction is instruction that helps students to become independent, strategic, and metacognitive readers who are able to develop, control, and use a variety of comprehension strategies to ensure that they understand what they read. To achieve this goal, comprehension instruction must begin as soon as students begin to read and it must:

- be explicit, intensive, and persistent;
- help students to become aware of text organization; and
- motivate students to read widely.

Explicit, Intensive, Persistent Instruction

To become good readers, most students require explicit, intensive, and persistent instruction. In explicit comprehension strategy instruction, the teacher chooses strategies that are closely aligned with the text students are reading. The teacher models and “thinks aloud” about what a given strategy is and why it is important, helps students learn how, when, and where to use the strategy, and gives students opportunities to apply the strategy on their own.

Modeling is followed by practice, guided by the teacher, who works with students to help them figure out how and when to use the strategy themselves. As students read, the teacher provides feedback and engages them in discussion. In subsequent lessons, the teacher asks students to apply the strategy on their own to other texts.

Students are encouraged to plan before reading so that reading has a clear goal or purpose, to continually monitor their understanding during reading, and to apply repair strategies when breakdowns in understanding occur. To improve self-monitoring, the teacher may model for students how to do one or all of the following:

- think about what they already know before they start reading and during reading;
- be aware of whether they understand what they are reading;
- employ strategies to identify difficult words, concepts, and ideas;
- ask themselves: “Does this make sense?”; and
- be aware of how a particular text is organized.

One of the most important features of explicit instruction is the teacher’s gradual release to students of responsibility for strategy use, with the goal that students apply strategies independently. However,


33 Honig et al., 2000.
teachers do not ask students to work on their own until the students have demonstrated that they understand a strategy and how and when to use it.\textsuperscript{34}

\section*{Awareness of Text Organization}

Text organization refers to the physical patterns and literary conventions of a particular text structure, or genre. The ability to identify and take advantage of text organization can contribute to students' comprehension.\textsuperscript{35}

The two major text structures, narrative and expository, place different demands on readers' comprehension.

**Narrative Text.** Broadly defined, narrative text tells a story. It is found in the form of short stories, folktales, tall tales, myths, fables, legends, fantasies, science fiction—even in the reporting of news stories or in biographies and autobiographies. The narrative structure most often features a beginning, a middle, and an ending. It most often also features clear story elements, or story grammar, including:

\begin{itemize}
  \item characters,
  \item settings,
  \item themes,
  \item a central problem, or conflict,
  \item a sequence of events that form a story line, or plot, and
  \item a resolution to the conflict.
\end{itemize}

Helping students learn to identify recurring story grammar elements provides them with a story schema. When they encounter a new narrative text, students can then call on this story schema to make predictions about what might happen in the story, to visualize settings or characters, or to summarize plot events.

Instructional practices that facilitate students' understanding of narrative text include:

\begin{itemize}
  \item focusing discussions on story elements and encouraging students to relate story events and characters to their own experiences;
  \item encouraging students to compare the structure of one story to that of other stories they have read; and
  \item preparing visual guides, such as story maps of the structure of a story, to help them recall specific story elements.
\end{itemize}

**Expository Text.** Broadly defined, expository text is factual. Its primary purpose is to inform, explain, or persuade. Examples of expository texts are textbooks, biographies and autobiographies, newspapers, diaries, journals, magazines, brochures, and catalogues.

Most of the reading students do throughout their schooling—indeed, throughout their lives—will involve expository text. Without an understanding of the organization of such text, students often have difficulty understanding what they read. Unlike a narrative, an expository text has no familiar story line to guide students' reading. To read expository texts successfully, students must learn that authors may

\textsuperscript{34} Dole et al., 1991.

use a variety of structures to organize their ideas, including cause and effect or compare and contrast relationships, time and order sequences, and problem-solution patterns. Indeed, students need to know that authors may use some or all of these structures in any given chapter or section of a text.

Students also need to learn that expository text can differ from narrative text in the way it is presented on a page. For example, expository text may be organized by means of text headings and subheadings, and may contain extensive graphics, such as tables, charts, diagrams, and illustrations.

Instructional practices that facilitate students’ understanding of expository text include helping them learn how to:

- chunk information in a text by grouping related ideas and concepts;
- summarize important information in a text by grouping related ideas and concepts;
- integrate information in a text with existing knowledge;
- apply information in a text to real-world situations;
- interpret and construct graphics such as charts, tables, and figures;
- synthesize information from different texts; and
- develop presentations about the text.

Motivation to Read Widely

Motivating students to read widely is integral to comprehension instruction. Motivation plays an important part both in helping students learn to read and in promoting higher levels of literacy. Wide reading experiences enhance students’ abilities to comprehend an increasingly wider array of text types and texts of increasing difficulty.

It is no surprise that students who are good readers read a great deal—both in school and on their own. They read a variety of texts for a variety of purposes—to learn, to keep informed, to satisfy curiosity, and to entertain themselves.

The reading experiences, attitudes, and perspectives of students determine the ways in which they perceive the purpose of reading and value its benefits.

Instructional practices to promote students’ motivation to read widely include:

- providing daily opportunities for students to read both self-selected and teacher- and peer-recommended texts;
- providing frequent opportunities for both student- and teacher-led discussions of what students are reading;
- organizing cooperative learning groups in which students can discuss what they read, and help each other choose the strategies that are most appropriate for a specific text;
- encouraging students to read so as to learn about a concept or topic that is meaningful to them;
- involving students actively in reading-related activities;
- encouraging for students to read independently; and
- providing opportunities for students to choose from texts that reflect different genres and reading levels.

Instructional Procedures That Promote Comprehension

As part of reading comprehension instruction, some of the following instructional activities and procedures may be used. Based on research and effective practice, the activities and procedures are intended to help students learn how to coordinate and use a set of key comprehension strategies as they read a variety of texts.

General Instructional Activities

To correspond with a typical reading lesson, comprehension strategy instruction can be organized into a three-part framework, with specific activities used before, during, and after reading. Providing instruction such as that in the following example allows students to see, learn, and use a variety of comprehension strategies as they read.

Note, however, that the framework is a general one and represents an array of strategies. All of the strategies in this framework do not have to be used with every text or in every reading situation.

Before Reading

Before reading, the teacher may:

- Motivate students through activities that may increase their interest—book talks, dramatic readings, or displays of art related to the text—making the text relevant to students in some way.
- Activate students’ background knowledge important to the content of the text by discussing what students will read and what they already know about its topic and about the text organization.

Students, with some help from the teacher, may:

- Establish a purpose for reading.
- Identify and discuss difficult words, phrases, and concepts in the text.
- Preview the text (by surveying the title, illustrations, and unusual text structures) to make predictions about its content.
- Think, talk, and write about the topic of the text.

During Reading

During reading, the teacher may:

- Remind students to use comprehension strategies as they read and to monitor their understanding.
- Ask questions that keep students on track and focus their attention on main ideas and important points in the text.
- Focus attention on parts in a text that require students to make inferences.
• Call on students to summarize key sections or events.
• Encourage students to return to any predictions they have made before reading to see if they are confirmed by the text.

Students, with some help from the teacher, may:
• Determine and summarize important ideas and supportive details.
• Make connections between and among important ideas in the text.
• Integrate new ideas with existing background knowledge.
• Ask themselves questions about the text.
• Sequence events and ideas in the text.
• Offer interpretations of and responses to the text.
• Check understanding by paraphrasing or restating important and/or difficult sentences and paragraphs.
• Visualize characters, settings, or events in a text.

After Reading
After reading, the teacher may:
• Guide discussion of the reading.
• Ask students to recall and tell in their own words important parts of the text.
• Offer students opportunities to respond to the reading in various ways, including through writing, dramatic play, music, readers’ theatre, videos, debate, or pantomime.

Students, with some help from the teacher, may:
• Evaluate and discuss the ideas encountered in the text.
• Apply and extend these ideas to other texts and real life situations.
• Summarize what was read by retelling the main ideas.
• Discuss ideas for further reading.

Activities and Procedures for Use with Narrative Texts
The following are some examples of specific procedures that you can use to help students improve their comprehension of narrative texts.

Retelling
Retelling involves having students orally reconstruct a story that they have read. Retelling requires students to activate their knowledge of how stories work and apply it to the new reading. As part of retelling, students engage in ordering and summarizing information and in making inferences. The teacher can use retelling as a way to assess how well students comprehend a story, then use this information to help students develop a deeper understanding of what they have read.

The teacher uses explicit instruction, explaining why retelling is useful, modeling the procedure, giving students opportunities to practice, and providing feedback.

As the following chart shows, students’ retellings should become more detailed as they become better readers.
### Types of Retelling

**Simple retelling**

The student can:
- identify and retell the beginning, middle, and end of a story in order;
- describe the setting; and
- identify the problem and the resolution of a problem.

**More complete retelling**

The student can:
- identify and retell events and facts in a sequence;
- make inferences to fill in missing information; and
- identify and retell causes of actions or events and their effects.

**Most complete retelling**

The student can:
- identify and retell a sequence of actions or events;
- make inferences to account for events or actions; and
- offer an evaluation of the story.

### Story Maps

Story maps are visual representations of the elements that make up a narrative. The purpose of a story map is to help students focus on the important elements of narratives—theme, characters, settings, problems, plot events, and resolution—and on the relationship among those elements.

Story maps to be used with younger students can be very simple—like the one that follows. These maps focus on a single element, such as the sequence of a simple plot. With older students, the maps can be more complicated, focusing on several elements.

As with retellings, the teacher uses explicit instruction to introduce the procedure, explaining why story maps are useful, then modeling the procedure, giving students opportunities to practice, and providing feedback.
Simple Story Map -

<table>
<thead>
<tr>
<th>Story Title: ______________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td>The story starts when—</td>
</tr>
</tbody>
</table>

Story Frames

Similar to story maps, story frames are visual representations that focus students’ attention on the structure of a story and on how the content of the story fits its structure. Students use story frames as a way to activate their background knowledge of the elements of story structure and thus to organize and learn new information from a story.

Simple story frames require students to provide basic information about the sequence of events in a story:

- The problem in the story is ____________________ .
- This is a problem because ____________________ .
- The problem is solved when ____________________ .
- In the end ____________________________________ .

More complex frames might involve having students supply more detailed information by summarizing sequences of actions or events, or providing factual information to explain problems or motivations.

The procedure encourages students to interact with each other, asking questions, seeking clarifications, and sharing evaluations.

Again, as with story maps, the procedure can be simplified for use with younger students—it has been used successfully with grade-one students—or made more sophisticated for use with older students.

And again, as with the other procedures that have been described, the procedure is introduced through explicit instruction, with the teacher first explaining why story frames are useful, then modeling when and where to use them, guiding students through practice opportunities, and providing corrective feedback along the way.

Directed Reading and Thinking Activity (DRTA)\textsuperscript{38}

This procedure focuses on reading as a thinking process. Its intent is to teach children to make predictions throughout reading. Before reading, the teacher asks students to form a purpose for reading and to make predictions about the content of the story to be read.

During reading, the teacher stops students at strategic points in the story to ask students to make additional predictions and to verify, reject, or modify their purposes and predictions.

After reading, the teacher asks students to find and read aloud any part of the text that supports their predictions. Students must use the text to explain their reasoning and to prove whether their predictions are accurate or not.

Often teachers have students use charts such as the following to record their predictions and information from the text that proves the prediction’s accuracy:

Activities and Procedures for Use with Expository Text

The following are some procedures teachers use to help students improve their comprehension of expository texts.

K-W-L

The purpose of the K-W-L procedures is to help students become good readers by learning to do the things that good readers do. Specifically it helps students learn to activate their background knowledge and to set purposes for reading.

KWL stands for determining What I Know, What I Want to Learn, and reviewing What I Have Learned. The following chart shows the steps in each part of the procedure:

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want To Learn</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students discuss what they already know about a topic in the text they will be reading. The teacher has students list ideas and concepts related to the topic, then has them organize their ideas into broad categories.</td>
<td>Students discuss what they want to learn from reading the text and write down specific questions that they think may be answered in the text.</td>
<td>After reading the text, students discuss what they learned from it. They next write what they learned and answer student-generated questions about topics that were addressed in the text.</td>
</tr>
</tbody>
</table>

As they confirm the information in the Know column of the chart, students relate new information gained from their reading to knowledge they already have. As they generate questions for the Want column, they learn to set their own purposes for reading. Further, because they are reading to answer their own questions, students are more likely to actively monitor their comprehension. By putting information in their own words for the Learned column, students better understand what they know and what they do not know. Proceeding through these steps reinforces students’ learning from text, involves them in doing what good readers do, and teaches them about their own reading processes.


Questioning the Author

The Questioning the Author procedure involves discussion, strategy instruction, and self-explanation. It encourages students to reflect on what the author of a selection is trying to say so as to build a mental representation from that information. Teacher and students work collaboratively, reading to resolve confusion and to understand the meaning of the text.

Focusing on a segment of text, the students respond to teacher questions such as the following:

- What is the author trying to say?
- What does the author mean by this?
- Why is the author saying this?
- What is the author getting at?

Through modeling, the teacher helps students to understand that some parts of a text can cause confusion and hinder comprehension. The teacher then discusses with students what they can do when comprehension problems occur. Students learn to “grapple” with text by emulating the teacher’s questioning techniques.

Reciprocal Teaching

Reciprocal Teaching is the name for a teaching procedure that is best described as a dialogue between the teacher and students. “Reciprocal” means simply that each person involved in the dialogue acts in response to the others. The dialogue focuses on a segment of a text the group is reading and is structured by the use of four comprehension strategies:

- asking questions,
- clarifying difficult words and ideas,
- summarizing what has been read, and
- predicting what might come next.

The teacher first models and explains how to apply a comprehension strategy, then gradually turns over the activity to the students. As the students become more competent, the teacher requires their participation at increasingly challenging levels.

Reciprocal Teaching provides students with opportunities to observe the value of applying strategies in their “real” reading. In addition, it allows the teacher to identify problems individual students might have in using strategies and to provide instruction that is geared to individual needs.

Transactional Strategy Instruction

Transactional Strategy Instruction (TSI) is a procedure that involves teaching students to construct meaning as they read by emulating good readers’ use of comprehension strategies. TSI helps students (1) set goals and plan for reading, (2) use background knowledge and text cues to construct meaning


during reading, (3) monitor comprehension, (4) solve problems encountered during reading, and (5) evaluate progress. To accomplish these tasks, students are taught to use a set of reading strategies. The strategies typically include:

- predicting based on prior-knowledge activation,
- generating and asking questions,
- clarifying,
- visualizing,
- relating background knowledge to text content, and
- summarizing.

Instruction occurs in small-group settings, with the strategies used as vehicles to coordinate dialogue about text as students read aloud. In their groups, students are encouraged to relate a text to their background knowledge, to summarize text, to describe any mental images they make during reading, and to predict what might happen next in the text. As students read aloud, they engage in and exchange individual interpretations of and responses to the reading.

The I-Chart Procedure

The I-Chart Procedure is a technique that promotes critical thinking by encouraging students to apply reading strategies to learn from content-area texts.

The procedure is organized into three phases: Planning, Interacting, and Integrating and Evaluating. Students begin the Planning phase by using content-area texts to identify a topic of study. They then generate questions they want to answer as they read. Next, they construct a large chart, similar to the following, on which to record information as they gather it. They complete the Planning phase by collecting materials about the topic.

In the Interacting phase, students record their background knowledge of the topic, as well as other information they might gather. In addition, the teacher elicits and records relevant student questions. Finally, the students read and discuss, with teacher guidance, the sources of information.

In the final phase, Integrating and Evaluating, students make summaries for each question on the chart, incorporating information they have gathered. Next, they compare their summaries with background knowledge, clarify statements as necessary, and discuss new knowledge they have acquired. Finally, they locate new information to address any unanswered questions and report their findings to the group.

In this procedure, the teacher directs and models the phases of the procedure. Gradually, however, the teacher releases responsibility for managing the procedure to students. The goal is for the reader to satisfactorily apply these comprehension strategies independently.
References


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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION
Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirement of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;
(2) operation of school bus routes or runs on a nonsegregated basis;
(3) nondiscrimination in extracurricular activities and the use of school facilities;
(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
(6) nondiscriminatory practices relating to the use of a student's first language; and
(7) evidence of published procedures for hearing complaints and grievances.

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Where there is a violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.


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INTRODUCTION

The Texas Assessment of Knowledge and Skills (TAKS) is a completely reconceived testing program. It assesses more of the Texas Essential Knowledge and Skills (TEKS) than the Texas Assessment of Academic Skills (TAAS) did and asks questions in more authentic ways. TAKS has been developed to better reflect good instructional practice and more accurately measure student learning. We hope that every teacher will see the connection between what we test on this new state assessment and what our students should know and be able to do to be academically successful. To provide you with a better understanding of TAKS and its connection to the TEKS and to classroom teaching, the Texas Education Agency (TEA) has developed this newly revised edition of the TAKS information booklet.

The information booklets were originally published in January 2002, before the first TAKS field test. Now, after several years of field tests and live administrations, we are able to provide an even more comprehensive picture of the testing program. We have clarified some of the existing material and, in some cases, provided new sample items and/or more explanations of certain item types. However, it is important to remember that these clarifications do not signify any change in the TAKS testing program. The objectives and TEKS student expectations assessed on TAKS remain unchanged. We hope this revised version of the TAKS information booklet will serve as a user-friendly resource to help you understand that the best preparation for TAKS is a coherent, TEKS-based instructional program that provides the level of support necessary for all students to reach their academic potential.

BACKGROUND INFORMATION

The development of the TAKS program included extensive public scrutiny and input from Texas teachers, administrators, parents, members of the business community, professional education organizations, faculty and staff at Texas colleges and universities, and national content-area experts. The agency involved as many stakeholders as possible because we believed that the development of TAKS was a responsibility that had to be shared if this new assessment was to be an equitable and accurate measure of learning for all Texas public school students.

The three-year test-development process, which began in summer 1999, included a series of carefully conceived activities. First, committees of Texas educators identified those TEKS student expectations for each grade and subject area assessed that should be tested on a statewide assessment. Then a committee of TEA Student Assessment and Curriculum staff incorporated these selected TEKS student expectations, along with draft objectives for each subject area, into eleventh grade exit level surveys. These surveys were sent to Texas educators at the middle school and secondary levels for their review. Based on input we received from more than 27,000 survey responses, we developed a second draft of the objectives and TEKS student expectations. In addition, we used this input during the development of draft objectives and student expectations for grades 3 through 10 to ensure that the TAKS program, like the TEKS curriculum, would be vertically aligned. This vertical alignment was a critical step in ensuring that the TAKS tests would become more rigorous as students moved from grade to grade. For example, the fifth grade tests would be more rigorous than the fourth grade tests, which would be more rigorous than the third grade tests. Texas educators felt that this increase in rigor from grade to grade was both appropriate and logical since each subject-area test was closely aligned to the TEKS curriculum at that grade level.
In fall 2000 TEA distributed the second draft of the objectives and TEKS student expectations for eleventh grade exit level and the first draft of the objectives and student expectations for grades 3 through 10 for review at the campus level. These documents were also posted on the Student Assessment Division’s website to encourage input from the public. Each draft document focused on two central issues: first, whether the objectives included in the draft were essential to measure on a statewide assessment; and, second, whether students would have received enough instruction on the TEKS student expectations included under each objective to be adequately prepared to demonstrate mastery of that objective in the spring of the school year. We received more than 57,000 campus-consensus survey responses. We used these responses, along with feedback from national experts, to finalize the TAKS objectives and student expectations. Because the state assessment was necessarily limited to a “snapshot” of student performance, broad-based input was important to ensure that TAKS assessed the parts of the TEKS curriculum most critical to students’ academic learning and progress.

In the thorough test-development process that we use for the TAKS program, we rely on educator input to develop items that are appropriate and valid measures of the objectives and TEKS student expectations the items are designed to assess. This input includes an annual educator review and revision of all proposed test items before field testing and a second annual educator review of data and items after field testing. In addition, each year panels of recognized experts in the fields of English language arts (ELA), mathematics, science, and social studies meet in Austin to critically review the content of each of the high school level TAKS assessments to be administered that year. This critical review is referred to as a content validation review and is one of the final activities in a series of quality-control steps to ensure that each high school test is of the highest quality possible. A content validation review is considered necessary at the high school grades (9, 10, and 11) because of the advanced level of content being assessed.

ORGANIZATION OF THE TAKS TESTS

TAKS is divided into test objectives. It is important to remember that the objective statements are not found in the TEKS curriculum. Rather, the objectives are “umbrella statements” that serve as headings under which student expectations from the TEKS can be meaningfully grouped. Objectives are broad statements that “break up” knowledge and skills to be tested into meaningful subsets around which a test can be organized into reporting units. These reporting units help campuses, districts, parents, and the general public understand the performance of our students and schools. Test objectives are not intended to be “translations” or “rewwordings” of the TEKS. Instead, the objectives are designed to be identical across grade levels rather than grade specific. Generally, the objectives are the same for third grade through eighth grade (an elementary/middle school system) and for ninth grade through eleventh grade (a high school system). In addition, certain TEKS student expectations may logically be grouped under more than one test objective; however, it is important for you to understand that this is not meaningless repetition—sometimes the organization of the objectives requires such groupings. For example, on the TAKS writing tests for fourth and seventh grades, some of the same student expectations addressing the conventions of standard English usage are listed under both Objective 2 and Objective 6. In this case, the expectations listed under Objective 2 are assessed through the overall strength of a student’s use of language conventions on the written composition portion of the test; these same expectations under Objective 6 are assessed through multiple-choice items attached to a series of revising and editing passages.
ORGANIZATION OF THE INFORMATION BOOKLETS

The purpose of the information booklets is to help Texas educators, students, parents, and other stakeholders understand more about the TAKS tests. These booklets are not intended to replace the teaching of the TEKS curriculum, provide the basis for the isolated teaching of skills in the form of narrow test preparation, or serve as the single information source about every aspect of the TAKS program. However, we believe that the booklets provide helpful explanations as well as show enough sample items, reading and writing selections, and prompts to give educators a good sense of the assessment.

Each grade within a subject area is presented as a separate booklet. However, it is still important that teachers review the information booklets for the grades both above and below the grade they teach. For example, eighth grade reading teachers who review the seventh grade information booklet as well as the ninth grade information booklet are able to develop a broader perspective of the reading assessment than if they study only the eighth grade information booklet.

The information booklets for each subject area contain some information unique to that subject. However, all booklets include the following information, which we consider critical for every subject-area TAKS test:

- an overview of the subject within the context of TAKS
- a blueprint of the test—the number of items under each objective and the number of items on the test as a whole
- information that clarifies how to read the TEKS
- the reasons each objective and its TEKS student expectations are critical to student learning and success
- the objectives and TEKS student expectations that will be included on TAKS
- additional information about each objective that helps educators understand how it is assessed on TAKS
- sample items that show some of the ways objectives are assessed
TAKS READING
INFORMATION BOOKLET

The purposes for reading are as varied and diverse as the people who read, but the ability to read effectively is essential for all students in the increasingly complex world in which we live. Reading is one of the most important foundations for learning, not only in English language arts but also in other content areas, such as science, social studies, and mathematics. Students who can understand what they read and who can make connections between what they read and what they already know will more likely be successful—in the classroom, on the test, and in the real world. Strong reading skills are necessary for academic achievement, for the fundamental tasks of daily living, and for personal enjoyment and enrichment.

The TAKS reading assessments evaluate a subset of the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. This curriculum is specifically designed to help students make progress in reading by emphasizing the knowledge and skills most critical for student learning. Because the TAKS reading tests are closely aligned with the TEKS, students who effectively learn the TEKS will become proficient readers who are able to perform successfully on the test without unnecessary emphasis on test preparation. A system of support has been designed to ensure that all students master the TEKS. The Student Success Initiative (SSI) requires that students meet the standard on TAKS to be eligible for promotion to the next grade level as specified below:

- the reading test at grade 3, beginning in the 2002–2003 school year;
- the reading and mathematics tests at grade 5, beginning in the 2004–2005 school year; and
- the reading and mathematics tests at grade 8, beginning in the 2007–2008 school year.

To prepare students for the SSI requirements and to promote vertical alignment, it is essential that teachers collaborate and coordinate across grade levels.

The TEKS student expectations eligible for testing on the third through eighth grade TAKS reading assessments are grouped under four TAKS objectives.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.

Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

These objectives are consistent from third grade through eighth grade, and the TEKS student expectations assessed under each TAKS objective are vertically aligned, meaning that they build logically from one grade level to the next. An example of this logical movement follows.
Example from Objective 2

Grade 3 TEKS 3.11 (H) states that *students are expected to analyze characters, including their traits, feelings, relationships, and changes.*

Grade 4 TEKS 4.12 (H) states that *the student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.*

Many of the TEKS student expectations from grade to grade are expressed in similar language, but the level of student performance required at each grade increases. Reading selections will be longer and more challenging, and the critical thinking required of students will be more complex and sophisticated. Although elementary and middle school teachers are not directly responsible for student success on TAKS at the high school level, it is important for them to familiarize themselves with the reading (ninth grade) and English language arts (tenth and eleventh grades) assessments. Without strong elementary and middle school reading programs, students will not have had the opportunity to acquire the literacy skills they need to be successful at the high school level.

TAKS READING SELECTIONS—GRADES 3–8

TAKS reading selections are designed to be interesting, meaningful, and reflective of the Texas population and our culturally diverse world. Cultural diversity includes regional, economic, social, and ethnic differences and may be represented through subject matter and/or characters. In addition, reading selections will be similar to those that students encounter in their classrooms and in their everyday lives.

Four kinds of selections are developed for TAKS:

- **Narrative selections**, which are fictional stories presented with a clear progression of events. Letters or diary entries as well as stories may represent narrative writing.
- **Expository (informative) selections**, which provide information about noteworthy people and/or events or explain topics related to content areas, such as science, social studies, art, or music.
- **Mixed selections**, which combine two types of writing into a single passage. For example, a mixed selection may be a story about Martin Luther King, Jr., that includes both factual information (expository) and invented dialogue (narrative). Or a selection may mix narrative and functional writing. For example, an advertisement, a recipe, instructions, or directions for a game (functional) may be presented within the context of a story (narrative).
- **Paired selections**, which are two selections designed to be read together. Paired selections provide an opportunity for students to demonstrate an understanding of the connections across texts. Selections may be paired for many different reasons; for example, a paired selection may be based on the same story told from two different points of view or a science article and a science fiction story that address a common theme or idea. It is important to remember that paired selections are linked by more than a superficial connection, such as common subject matter or characters. Paired selections contain a deep link, so that students can recognize the strong connection across the two pieces.
NOTE: Although the third grade TEKS include student expectations requiring students to make connections across texts, no paired selections will be included on the third grade test, since all third graders do not have independent mastery of this skill.

Word counts for each selection will vary according to age and grade-level appropriateness. Some selections may require students to turn pages in order to complete the reading selection and/or to answer test items.

- Selections for third and fourth grades will be approximately 500 to 700 words.
- Selections for fifth grade will be approximately 600 to 900 words.
- Selections for sixth, seventh, and eighth grades will be approximately 700 to 1,000 words.

Two notes regarding word counts:

1. Selections written as a pair will be comparable in length to singly developed selections.
2. Due to the differences in language, the Spanish reading selections may be somewhat longer than the English passages.

Other important information about TAKS reading selections:

- Paragraphs will be numbered when doing so does not interfere with the layout of the text. For example, a selection that includes an advertisement with bulleted information most likely would not have numbered paragraphs.
- When appropriate, each selection will be preceded by a title.
- Additional information will be provided in an introduction or a postscript when this information will help the reader better understand the selection.
- In sixth, seventh, and eighth grade, narrative selections will be formatted so that students have the option of taking notes, keeping track of important information, or asking themselves questions as they read. This margin is labeled *My notes about what I am reading* and is located on the right-hand side of each page in the selection.

NOTE: The third grade test booklet is a scannable (machine-scorable) booklet designed to allow third graders to mark their answers directly in the booklet.
# TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) BLUEPRINT FOR GRADE 3 READING

<table>
<thead>
<tr>
<th>TAKS Objectives</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Basic understanding</td>
<td>15</td>
</tr>
<tr>
<td>Objective 2: Literary elements</td>
<td>7</td>
</tr>
<tr>
<td>Objective 3: Analysis using reading strategies</td>
<td>6</td>
</tr>
<tr>
<td>Objective 4: Analysis using critical-thinking skills</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total number of items</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
A Key to Understanding the TEKS Included on TAKS Grade 3 Reading

Example from Objective 1

(3.8) **Reading/vocabulary development.** The student develops an extensive vocabulary. The student is expected to

B (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).

KEY

A. **Knowledge and Skills Statement**

This broad statement describes what students should know and be able to do for third grade reading. The number preceding the statement identifies the grade level and number of the knowledge and skills statement.

B. **Student Expectation**

This specific statement describes what students should be able to do to demonstrate proficiency in what is described in the knowledge and skills statement. Students will be tested on skills outlined in the student expectation statement.

C. **[bracketed text]**

Although the entire student expectation has been provided for reference, text in brackets indicates that this portion of the student expectation will not be tested on TAKS.

D. (2–3)

The student expectation is taught from second grade through third grade.

NOTE: The full TEKS curriculum can be found at [http://www.tea.state.tx.us/teks/](http://www.tea.state.tx.us/teks/).
TEKS STUDENT EXPECTATIONS—IMPORTANT VOCABULARY

For every subject area and grade level, two terms—such as and including—are used to help make the TEKS student expectations more concrete for teachers. However, these terms function in different ways. To help you understand the effect each of the terms has on specific student expectations, we are providing the following:

- a short definition of each term
- an example from a specific student expectation for this subject area
- a short explanation of how this term affects this student expectation

**Such as**

The term *such as* is used when the specific examples that follow it function only as representative illustrations that help define the expectation for teachers. These examples are just that—examples. Teachers may choose to use them when teaching the student expectation, but there is no requirement to use them. Other examples can be used in conjunction with those listed or as replacements for those listed.

Example from Objective 1

(3.5) (D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words

In this student expectation, students must use structural cues to figure out the meaning of words they don’t know. Three examples—prefixes, suffixes, and derivational endings—follow the *such as*. These examples name word parts that teachers may use when helping students learn how to recognize structural cues. Teachers may use these examples and others when they teach this skill.

**Including**

The term *including* is used when the specific examples that follow it must be taught. However, other examples may also be used in conjunction with those listed.

Example from Objective 3

(3.11) (A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve

In this student expectation, students must identify the unique features of the texts listed. Students must also understand how the functions of these specific texts differ. Though teachers must teach lists, newsletters, and signs, they may also use other forms of texts in addition to these.
Remember

- Any example preceded by the term *such as* in a particular student expectation may or may not provide the basis for an item assessing that expectation. Because these examples do not necessarily have to be used to teach the student expectation, it is equally likely that other examples will be used in assessment items. The rule here is that an example will be used only if it is central to the knowledge, concept, or skill the item assesses.

- It is more likely that some of the examples preceded by the term *including* in a particular student expectation will provide the basis for items assessing that expectation, since these examples must be taught. However, it is important to remember that the examples that follow the term *including* do not represent all the examples possible, so other examples may also provide the basis for an assessment item. Again, the rule here is that an example will be used only if it is central to the knowledge, concept, or skill the item assesses.
Grade 3 TAKS Reading—Objective 1

The TEKS and corresponding student expectations listed under Objective 1 will help students as they learn to read for the basic meaning of a text. To develop an initial understanding of what they read, students must be able to do three things: (1) use context and other word-identification strategies to help them understand the meaning of the words they read, (2) recognize important supporting details, and (3) understand the main idea of a selection. These skills are the building blocks that students need to develop a deeper understanding of what they read.

TAKS Objectives and TEKS Student Expectations

Objective 1

The student will demonstrate a basic understanding of culturally diverse written texts.

(3.5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to

(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3); and

(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1–3).

(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to

(B) read from a variety of genres [for pleasure and] to acquire information [from both print and electronic sources] (2–3).

(3.8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to

(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

(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words] (3).

(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

(C) retell [or act out the order of] important events in stories (K–3); and

(H) produce summaries of text selections (2–3).
Objective 1—For Your Information

Tested vocabulary words will be above grade level. Because a student may use context only or combine strategies (for example, knowing a word’s synonym or antonym or the meaning of a prefix, root, or suffix) to determine a word’s meaning, items will not be constructed to test skills in isolation (e.g., “The prefix in the word disapprove means —”).

Items testing multiple-meaning words might require students to identify the correct answer from a sample dictionary entry. The entry will include the tested word, its pronunciation key, its part of speech, and four definitions of the word. Students will use the information given and context clues to choose the correct meaning of the word as it is used in the reading selection.

Students may be asked to identify the context clues in a selection that help them to understand the meaning of a tested word. Answer choices for these items will contain context clues taken verbatim from the text rather than definitions of the tested word. These answer choices will be italicized.

Students will always be provided with enough context clues to allow them to identify the correct meaning of the word as it is used in the reading selection.

NOTE: The sample vocabulary item provided at each grade level will help teachers understand some of the different ways in which vocabulary will be assessed on the TAKS reading tests.

Items that measure students’ basic comprehension of a reading selection are of three types: items that focus on acquiring information from supporting details, items that focus on identifying the main idea and the important events in a selection, and items that summarize a selection. Detail items will focus on important information that is directly stated or paraphrased from a text. Main idea/gist items will be written so that students clearly understand that they are focusing on broad or central ideas. In narrative selections main idea items will focus on either a single paragraph or a series of paragraphs. However, expository and mixed selections may also include items that focus on the main idea of the entire selection. Summary items will focus on a reading selection as a whole. A summary is a short paragraph that includes the main idea and the most important details of a text. For this type of item, all answer choices will be constructed authentically as short paragraphs. However, the answer choices will be appropriate for third graders in that they will include enough information without being too long or dense.
Developing an understanding of literary elements makes stories both more accessible and more meaningful to young readers. Learning to make connections between events, characters, and other elements of a story helps students relate what they have read to their own lives and experiences. At the same time, knowing about a story’s characters, setting, and problem gives students an opportunity to relate to the story in concrete terms while learning about emotions and events that are beyond their own personal experiences.

**TAKS Objectives and TEKS Student Expectations**

**Objective 2**

The student will apply knowledge of literary elements to understand culturally diverse written texts.

(3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to

- (H) analyze characters, including their traits, feelings, relationships, and changes (1–3);
- (I) identify the importance of the setting to a story’s meaning (1–3); and
- (J) recognize the story problem(s) or plot (1–3).

**Objective 2—For Your Information**

Items that test characterization focus on the degree to which students understand the characters in a story: who they are, why they feel and act as they do, how they relate to one another, and how they are changed by the things they experience. Items that require analysis of characters will be grade-level appropriate; that is, students will not be asked characterization questions that are overly sophisticated or too far beyond their developing understanding of other people and themselves.

Items that focus on setting are of two types. The first type simply measures whether a student can identify the time and place of a story. However, most setting items will focus on whether a student understands how time and place contribute to the meaning of a story.

Items that focus on story problem(s) or plot will require students to identify the main conflict in the story or to recognize important events that occur in the story. The depth of analysis required will be appropriate for third graders.

For the most part, Objective 2 items will appear with narrative selections or with mixed or expository selections that include literary elements such as characters and plot.
Grade 3 TAKS Reading—Objective 3

All texts are not equally challenging. For young readers, reading a story may be much easier than reading a text that is based on science or social studies. However, to make academic progress, students must develop the ability to comprehend and process material from a wide range of texts. That is why it is important for students to develop the ability to know the purpose of the written text they are reading, how the author has organized information, how this organization affects the way the reader reads the text, and what distinctive features characterize a particular type of text. These are the skills students must learn if they are to become independent readers who can move beyond the literal meaning of a text and who have the ability to develop the deeper understandings needed to think critically about what they read, to connect what they know to new information, and to become independent learners.

TAKS Objectives and TEKS Student Expectations

Objective 3

The student will use a variety of strategies to analyze culturally diverse written texts.

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

(C) retell [or act out] the order of important events in stories (K–3); and

(I) represent text information in different ways, including story maps, graphs, and charts (2–3).

(3.11) **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); and

(C) recognize the distinguishing features of familiar genres, including stories, [poems], and informational texts (1–3).

Objective 3—For Your Information

It is important for teachers to note that the knowledge and skills statement (3.9) (C) that appears here also appears under Objective 1 but with different text bracketed. In Objective 1, (3.9) (C) requires a student to be able to retell the events that occur in a story. For items assessing this skill in Objective 3, however, students must understand the proper sequence of events and how the events affect the central meaning of the text. These types of items will require students to use analysis, or higher-level thinking skills, to understand how one event relates to other events in the story.

Items that focus on representing text information in different ways may require students to select the answer choice that best completes a missing portion of a particular graphic organizer, such as a story
map, graph, chart, or picture map. Other items might require students to interpret information from a graphic source and use that information to make an inference or draw a conclusion.

Items that assess a student’s ability to distinguish among different forms of text might require students to recognize that authors organize information in specific ways. It is important for students to know that authors use various organizational patterns to arrange and link ideas depending upon how they want the reader to understand those ideas (“Why does the author use a list to explain how to make a kite?” e.g., “To show the importance of performing the steps in order”).

Items that require a student to distinguish among different genres focus on the unique characteristics of different kinds of texts. Items of this type might require students to distinguish between fiction and nonfiction or a fairy tale and a realistic story. Students might be asked to identify the purpose of a text (to inform, to entertain, etc.). A student might also be asked to identify the unique characteristics of a text, such as the title of a newspaper, or to identify where a particular selection might appear (“Where might the selection about the Grand Canyon be found?” e.g., “In a travel magazine”).
Grade 3 TAKS Reading—Objective 4

To be successful in school, students must have the ability to bring different levels of understanding to the texts they read. Good readers can do more than “read the lines.” They ask themselves questions, make initial predictions, and create meanings as they move through a text. Good readers also know that as they read, they will likely change their mind about some of their early ideas and assumptions. Why? Because as they read and acquire a more complete “picture” of the text, their understanding deepens and grows. They are able to answer their own questions, think critically about what they’ve read, develop their own interpretations, and use relevant parts of the text to support these interpretations. In essence, good readers understand that reading is a complex process that requires them not only to read “between the lines” but also to read “beyond the lines,” relating what they’ve read to what they already know. In this way reading becomes an important tool for thinking and learning, both in school and in real life.

TAKS Objectives and TEKS Student Expectations

Objective 4

The student will apply critical-thinking skills to analyze culturally diverse written texts.

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1–3); and

(J) distinguish fact from opinion in various texts, including news stories and advertisements (3).

(3.10) **Reading/literary response.** The student responds to various texts. The student is expected to

(C) support interpretations or conclusions with examples drawn from text (2–3).

Objective 4—For Your Information

Items that assess the ability to read and think inferentially will require students to move beyond their basic understanding of a text to demonstrate a deeper, more complete understanding of what they’ve read. These types of items can take many forms; for example, they may ask students to draw a conclusion, make a reasonable prediction, understand the relationship between two parts of a text, understand how a text relates to their own lives, or understand the deeper meanings implied by a text.

To distinguish a fact from an opinion, students must be able to recognize when an author is using opinions or persuasive techniques to influence the thinking or actions of readers or when an author is merely presenting facts. Fact/opinion items will be assessed only in expository or mixed selections in which it is clear that the author’s intent is to persuade.

Students will be required to support interpretations or conclusions with evidence from the text. Answer choices for items of this type will include either paraphrased ideas or sentences taken
verbatim from the text. However, an individual item will never mix these answer-choice options; that is, paraphrased ideas and verbatim quotes will not be combined in the same item. Answer choices using words, phrases, or sentences taken verbatim from the text will be italicized.
TAKS
GRADE 3 READING
Sample Selections and Items
MORE THAN A ZOO

By James Davis

DAILY SUN WRITER

1 Popcorn Park is not like most zoos. It is a very special place. This zoo gives assistance to animals in need. Workers at the zoo care for hurt or sick animals. They return some of these animals to their natural homes. Those animals that cannot live on their own stay at Popcorn Park Zoo.

2 This unusual place was not originally a zoo. At first it was called the Forked River Animal Care Center. The workers there took care of lost or unwanted cats and dogs. Today the center is part of the zoo, but now many other kinds of animals are helped there, too.

3 The changes to the center began in 1977 when a raccoon needed help. One of its front paws had been badly hurt. The workers cared for the animal. Finally it was better, but it could not care for itself. The raccoon was allowed to live at the center. Then a hurt deer was brought to the center for help. It, too, stayed at the center after it got well.

Once people heard about the wonderful work being done at the center, they began taking all kinds of hurt or homeless animals there. Soon the center was no longer just a home for cats and dogs. So many animals were living at the center that it became more like a zoo. It was time for a new name.

Popcorn Park Zoo got its funny name because many of the animals there like to eat popcorn made without oil or salt. The popcorn is sold at the zoo to help make money to care for the animals.

People buy the popcorn to feed the animals as a treat.

Continued on next page
More Than a Zoo continued

Popcorn Park Zoo now takes care of more than 200 kinds of animals. Tigers, lions, monkeys, and bears live there. The zoo is also home to squirrels, birds, and many other animals. Just like people, each animal at the zoo has its own name and its own story.

Like Sonny, almost all the animals at Popcorn Park came to the zoo because they needed a new home. Foxy Loxy is a red fox that was rescued when he was just a baby. Tina the tiger was once with a circus, and Lacey the lion used to perform in a magic act. Dudley Morris is a potbellied pig that grew too big for his old home.

Many of the animals live freely at the zoo. Some of the gentler ones, such as goats, sheep, geese, and deer, walk among the visitors who come to see them. Others are kept in large closed-in areas. These areas are almost like their natural homes. All the animals at the zoo get lots of care and love.

Popcorn Park Zoo is in Forked River, New Jersey. The zoo is open every day and welcomes visitors.

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1. Paragraph 7 is mostly about —
   - where Sonny lived when he was young
   - how Sonny got his name
   - why Sonny came to Popcorn Park Zoo
   - what Sonny does each day

2. In paragraph 2, which words help the reader know what originally means?
   - unusual place
   - at first
   - took care of
   - lost or unwanted

Objective 1
Look at these pictures of a hurt raccoon.

Which picture is most like the raccoon described in paragraph 3?

- Picture 1
- Picture 2
- Picture 3
- Picture 4

Objective 1

Look at the diagram about Sonny and Dudley Morris. Answer the question that follows.

Which of the following goes in the blank?

- Are raccoons
- Grew too big for their homes
- Were in the circus
- Had injured feet

Objective 3
5 What is the title of this article?
- People and Places
- The *Daily Sun*
- *Daily Sun* Writer
- More Than a Zoo

Objective 3

6 Read the chart below. It shows the order in which some events happened in the story.

The workers at the center helped a hurt raccoon.

People took other animals there.

The name of the center was changed to Popcorn Park Zoo.

Which of these belongs in the empty box?
- The changes to the center began in 1977.
- The raccoon began living at the center.
- The animal center became more like a zoo.
- The center took care of unwanted cats and dogs.

Objective 3

7 Which statement is true of most of the animals at Popcorn Park Zoo?
- They once had a problem.
- They are gentle.
- They cannot walk very well.
- They came to the zoo as babies.

Objective 4

8 Which sentence from the story shows the reader that Popcorn Park Zoo is taking good care of the animals?
- The changes to the center began in 1977 when a raccoon needed help.
- Once people heard about the wonderful work being done at the center, they began taking all kinds of hurt or homeless animals there.
- People buy the popcorn to feed the animals as a treat.
- Some of the gentler ones, such as goats, sheep, geese, and deer, walk among the visitors who come to see them.

Objective 4
9 Why are some animals allowed to walk among the visitors?

- Visitors like these animals the best.
- These animals do not eat popcorn.
- Visitors might want to adopt these animals.
- These animals will not hurt the visitors.

Objective 4
Daisy the Otter

“This is Daisy,” Ricardo began. He held up a picture from the newspaper for the class to see. “Daisy is the new otter at the zoo. The zoo built a special area for her. It has lots of trees and plants. It even has a pond so she can swim. Daisy also has a slide. She can go down it into the water.”

The students studied the picture of Daisy.

“The newspaper story tells a lot about otters,” he continued. “There are river otters and sea otters. They are playful animals. Their favorite games are sliding and hide-and-seek.”

Ricardo stopped. His classmates wanted to know more.

“Otters have webbed feet like a duck’s feet,” Ricardo continued. “They can swim very fast. When mother otters teach their babies to swim, the babies sometimes resist. They squeal and don’t want to go into the water. Their mothers lead the way. Soon the babies are swimming and playing with the other otters.”

When Ricardo finished, several students raised their hand. “Can we see Daisy?” they asked. Mr. Chen, their teacher, had the same idea. He planned a trip to the zoo so everyone could see Daisy.

For the next two weeks, the class studied and learned about zoo animals. They checked out books from the school library and drew pictures of the different animals.

Finally the day of the trip came. The class boarded the bus, carrying their lunches. As they rode to the zoo, they chattered noisily. They could hardly wait to see Daisy and the other animals.

Ms. Wells, one of the zookeepers, met the class at the gate. She led them around the zoo.
“Very few of our animals are in cages,” Ms. Wells stated. “Most of them are in fenced areas. These areas look like the animals’ homes in the wild.”

First the students walked by the lion den. Two lions were napping under a shade tree. Next the class saw the polar bears. There were two bears in a large rocky area with a big pool. Both bears were swimming. When they got out of the pool, they shook themselves. Drops of water sprayed everywhere.

The students finally reached Daisy’s area. Her home looked like a playground. However, Daisy was not playing. She just lay there, looking sad.

“Is Daisy sick?” Shamika asked.

“No,” Ms. Wells said. “She doesn’t have a friend to play with. The zoo spent a lot of money to build Daisy’s home. There wasn’t enough money left for two otters. So we’re saving money to buy Daisy an otter friend.”

The class thought about what Ms. Wells had said. They thought a life without friends would be very sad.

“First we have to find another otter,” Ms. Wells continued. “There is also the expense of bringing the other otter here to the zoo. We don’t have enough money to pay for it right now.”

The trip to the zoo had been fun, but the students were quiet on the bus ride back to school. As soon as they returned to their classroom, Ricardo raised his hand.
“Is there something we can do to help Daisy?” he asked.

Shamika raised her hand, too. “We could have a bake sale,” she said. “We could bake cookies and brownies and bring them to school. Then we could sell them. We could give the money to the zoo. Maybe then the zoo could buy Daisy a friend.”

The students all wanted to help. So Mr. Chen got permission to hold a bake sale. On Friday the class brought cookies and brownies to school. Some even brought whole cakes and pies. By the end of the day, the class had raised more than $300!

Two weeks later the students received a note of appreciation. The zoo thanked them for their help. The note also said that the zoo had found a friend for Daisy. The new otter would arrive soon. The class was invited to visit the zoo again. They could hardly wait to see Daisy again and meet her new friend.
10 Which of the following is the best summary of the story?

☐ Mr. Chen takes the students on a trip to the zoo. They meet Daisy and learn more about her. Though her home looks fun, Daisy is sad because she does not have a friend to play with.

☐ Ricardo’s class has a bake sale and earns money to buy an otter for the zoo. The zoo thanks the students for their help and invites them to visit Daisy and the other animals again.

☐ Students spend two weeks studying about different types of animals. Then they go to the zoo to learn more about the animals. Students see lions, polar bears, and an otter named Daisy.

☐ Ricardo tells his class about an otter named Daisy. The students go to the zoo to visit Daisy. When they learn she is lonely, the students raise more than $300 to help the zoo buy another otter.

Objective 1

11 Read the meanings below for the word raise.

raise (rāz) verb
1. to lift; to move higher
2. to help grow
3. to take care of
4. to collect; to earn

Which meaning best fits the way raised is used in paragraph 20?

Meaning 1

Meaning 2

Meaning 3

* Meaning 4

Objective 1

12 In paragraph 16, the word expense means —

☐ cost

☐ reason

☐ idea

☐ chance

Objective 1
13 Which of these best describes how the students feel on the way to the zoo?

- Amused
- Afraid
- Excited
- Bored

Objective 2

14 Why are the students quiet during the trip back to school?

- They are worried about Daisy.
- They are eating their lunch.
- They are planning the next trip.
- They are thinking about the polar bears.

Objective 2

15 What is the main problem in the story?

- The zoo has to keep many of the animals in cages.
- The students cannot go on a trip to the zoo.
- The zoo does not have the money to buy another otter.
- The students are not allowed to talk on the bus.

Objective 2

16 After listening to Ricardo’s report, the class went to the zoo to —

- study the plants and trees
- meet the otter they had heard about
- bring food to the animals
- meet Ms. Wells, the zookeeper

Objective 2

17 What happens after Mr. Chen plans a class trip to the zoo?

- The class learns about different zoo animals.
- The class reads a newspaper story about Daisy.
- Ricardo shows the class a picture of Daisy.
- The zoo gets a new otter named Daisy.

Objective 3

18 This story was written mainly to —

- show how otters play with each other
- tell how a class helped an otter at a zoo
- explain what an otter is and where it lives
- tell about Mr. Chen’s favorite animal

Objective 3
19 Read the headlines of these newspaper stories.

Which newspaper story did Ricardo most likely read for his report?

- Headline 1
- Headline 2
- Headline 3
- Headline 4

Objective 4

20 What will Ricardo’s class probably do in the future?

- Go to the library to read about other zoos
- Have a bake sale every Friday
- Ask the zoo to give back their $300
- Go on another trip to the zoo

Objective 4

21 Use the chart below to answer the question.

<table>
<thead>
<tr>
<th>What Happens</th>
<th>Why it Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ricardo’s class</td>
<td></td>
</tr>
<tr>
<td>has a bake sale.</td>
<td></td>
</tr>
</tbody>
</table>

Which of the following belongs in the empty box?

- They want Daisy to have a friend.
- They have planned a trip to the zoo.
- They hope to raise $300.
- They want the zoo to build cages.

Objective 4
INTRODUCTION

The Texas Assessment of Knowledge and Skills (TAKS) is a completely reconceived testing program. It assesses more of the Texas Essential Knowledge and Skills (TEKS) than the Texas Assessment of Academic Skills (TAAS) did and asks questions in more authentic ways. TAKS has been developed to better reflect good instructional practice and more accurately measure student learning. We hope that every teacher will see the connection between what we test on this new state assessment and what our students should know and be able to do to be academically successful. To provide you with a better understanding of TAKS and its connection to the TEKS and to classroom teaching, the Texas Education Agency (TEA) has developed this newly revised edition of the TAKS information booklet. The information booklets were originally published in January 2002, before the first TAKS field test. Now, after several years of field tests and live administrations, we are able to provide an even more comprehensive picture of the testing program. We have clarified some of the existing material and, in some cases, provided new sample items and/or more explanations of certain item types. However, it is important to remember that these clarifications do not signify any change in the TAKS testing program. The objectives and TEKS student expectations assessed on TAKS remain unchanged. We hope this revised version of the TAKS information booklet will serve as a user-friendly resource to help you understand that the best preparation for TAKS is a coherent, TEKS-based instructional program that provides the level of support necessary for all students to reach their academic potential.

BACKGROUND INFORMATION

The development of the TAKS program included extensive public scrutiny and input from Texas teachers, administrators, parents, members of the business community, professional education organizations, faculty and staff at Texas colleges and universities, and national content-area experts. The agency involved as many stakeholders as possible because we believed that the development of TAKS was a responsibility that had to be shared if this new assessment was to be an equitable and accurate measure of learning for all Texas public school students.

The three-year test-development process, which began in summer 1999, included a series of carefully conceived activities. First, committees of Texas educators identified those TEKS student expectations for each grade and subject area assessed that should be tested on a statewide assessment. Then a committee of TEA Student Assessment and Curriculum staff incorporated these selected TEKS student expectations, along with draft objectives for each subject area, into eleventh grade exit level surveys. These surveys were sent to Texas educators at the middle school and secondary levels for their review. Based on input we received from more than 27,000 survey responses, we developed a second draft of the objectives and TEKS student expectations. In addition, we used this input during the development of draft objectives and student expectations for grades 3 through 10 to ensure that the TAKS program, like the TEKS curriculum, would be vertically aligned. This vertical alignment was a critical step in ensuring that the TAKS tests would become more rigorous as students moved from grade to grade. For example, the fifth grade tests would be more rigorous than the fourth grade tests, which would be more rigorous than the third grade tests. Texas educators felt that this increase in rigor from grade to grade was both appropriate and logical since each subject-area test was closely aligned to the TEKS curriculum at that grade level.
In fall 2000 TEA distributed the second draft of the objectives and TEKS student expectations for eleventh grade exit level and the first draft of the objectives and student expectations for grades 3 through 10 for review at the campus level. These documents were also posted on the Student Assessment Division’s website to encourage input from the public. Each draft document focused on two central issues: first, whether the objectives included in the draft were essential to measure on a statewide assessment; and, second, whether students would have received enough instruction on the TEKS student expectations included under each objective to be adequately prepared to demonstrate mastery of that objective in the spring of the school year. We received more than 57,000 campus-consensus survey responses. We used these responses, along with feedback from national experts, to finalize the TAKS objectives and student expectations. Because the state assessment was necessarily limited to a “snapshot” of student performance, broad-based input was important to ensure that TAKS assessed the parts of the TEKS curriculum most critical to students’ academic learning and progress.

In the thorough test-development process that we use for the TAKS program, we rely on educator input to develop items that are appropriate and valid measures of the objectives and TEKS student expectations the items are designed to assess. This input includes an annual educator review and revision of all proposed test items before field testing and a second annual educator review of data and items after field testing. In addition, each year panels of recognized experts in the fields of English language arts (ELA), mathematics, science, and social studies meet in Austin to critically review the content of each of the high school level TAKS assessments to be administered that year. This critical review is referred to as a content validation review and is one of the final activities in a series of quality-control steps to ensure that each high school test is of the highest quality possible. A content validation review is considered necessary at the high school grades (9, 10, and 11) because of the advanced level of content being assessed.

**ORGANIZATION OF THE TAKS TESTS**

TAKS is divided into test objectives. It is important to remember that the objective statements are not found in the TEKS curriculum. Rather, the objectives are “umbrella statements” that serve as headings under which student expectations from the TEKS can be meaningfully grouped. Objectives are broad statements that “break up” knowledge and skills to be tested into meaningful subsets around which a test can be organized into reporting units. These reporting units help campuses, districts, parents, and the general public understand the performance of our students and schools. Test objectives are not intended to be “translations” or “reworodings” of the TEKS. Instead, the objectives are designed to be identical across grade levels rather than grade specific. Generally, the objectives are the same for third grade through eighth grade (an elementary/middle school system) and for ninth grade through eleventh grade (a high school system). In addition, certain TEKS student expectations may logically be grouped under more than one test objective; however, it is important for you to understand that this is not meaningless repetition—sometimes the organization of the objectives requires such groupings. For example, on the TAKS writing test for fourth grade, some of the same student expectations addressing the conventions of standard Spanish usage are listed under both Objective 2 and Objective 6. In this case, the expectations listed under Objective 2 are assessed through the overall strength of a student’s use of language conventions on the written composition portion of the test; these same expectations under Objective 6 are assessed through multiple-choice items attached to a series of revising and editing passages.
ORGANIZATION OF THE INFORMATION BOOKLETS

The purpose of the information booklets is to help Texas educators, students, parents, and other stakeholders understand more about the TAKS tests. These booklets are not intended to replace the teaching of the TEKS curriculum, provide the basis for the isolated teaching of skills in the form of narrow test preparation, or serve as the single information source about every aspect of the TAKS program. However, we believe that the booklets provide helpful explanations as well as show enough sample items, reading and writing selections, and prompts to give educators a good sense of the assessment.

Each grade within a subject area is presented as a separate booklet. However, it is still important that teachers review the information booklets for the grades both above and below the grade they teach. For example, eighth grade reading teachers who review the seventh grade information booklet as well as the ninth grade information booklet are able to develop a broader perspective of the reading assessment than if they study only the eighth grade information booklet.

The information booklets for each subject area contain some information unique to that subject. However, all booklets include the following information, which we consider critical for every subject-area TAKS test:

- an overview of the subject within the context of TAKS
- a blueprint of the test—the number of items under each objective and the number of items on the test as a whole
- information that clarifies how to read the TEKS
- the reasons each objective and its TEKS student expectations are critical to student learning and success
- the objectives and TEKS student expectations that will be included on TAKS
- additional information about each objective that helps educators understand how it is assessed on TAKS
- sample items that show some of the ways objectives are assessed
The purposes for reading are as varied and diverse as the people who read, but the ability to read effectively is essential for all students in the increasingly complex world in which we live. Reading is one of the most important foundations for learning, not only in Spanish language arts but also in other content areas, such as science, social studies, and mathematics. Students who can understand what they read and who can make connections between what they read and what they already know will more likely be successful—in the classroom, on the test, and in the real world. Strong reading skills are necessary for academic achievement, for the fundamental tasks of daily living, and for personal enjoyment and enrichment.

The TAKS reading assessments evaluate a subset of the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. This curriculum is specifically designed to help students make progress in reading by emphasizing the knowledge and skills most critical for student learning. Because the TAKS reading tests are closely aligned with the TEKS, students who effectively learn the TEKS will become proficient readers who are able to perform successfully on the test without unnecessary emphasis on test preparation. A system of support has been designed to ensure that all students master the TEKS. The Student Success Initiative (SSI) requires that students meet the standard on TAKS to be eligible for promotion to the next grade level as specified below:

- the reading test at grade 3, beginning in the 2002–2003 school year;
- the reading and mathematics tests at grade 5, beginning in the 2004–2005 school year; and
- the reading and mathematics tests at grade 8, beginning in the 2007–2008 school year.

To prepare students for the SSI requirements and to promote vertical alignment, it is essential that teachers collaborate and coordinate across grade levels.

The TEKS student expectations eligible for testing on the third through eighth grade TAKS reading assessments are grouped under four TAKS objectives.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.

Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

These objectives are consistent from third grade through eighth grade, and the TEKS student expectations assessed under each TAKS objective are vertically aligned, meaning that they build logically from one grade level to the next. An example of this logical movement follows.
Example from Objective 2

Grade 3 TEKS 3.11 (H) states that students are expected to analyze characters, including their traits, feelings, relationships, and changes.

Grade 4 TEKS 4.12 (H) states that the student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.

Many of the TEKS student expectations from grade to grade are expressed in similar language, but the level of student performance required at each grade increases. Reading selections will be longer and more challenging, and the critical thinking required of students will be more complex and sophisticated. Although elementary and middle school teachers are not directly responsible for student success on TAKS at the high school level, it is important for them to familiarize themselves with the reading (ninth grade) and English language arts (tenth and eleventh grades) assessments. Without strong elementary and middle school reading programs, students will not have had the opportunity to acquire the literacy skills they need to be successful at the high school level.

TAKS READING SELECTIONS—GRADES 3–8

TAKS reading selections are designed to be interesting, meaningful, and reflective of the Texas population and our culturally diverse world. Cultural diversity includes regional, economic, social, and ethnic differences and may be represented through subject matter and/or characters. In addition, reading selections will be similar to those that students encounter in their classrooms and in their everyday lives.

Four kinds of selections are developed for TAKS:

- **Narrative selections**, which are fictional stories presented with a clear progression of events. Letters or diary entries as well as stories may represent narrative writing.

- **Expository (informative) selections**, which provide information about noteworthy people and/or events or explain topics related to content areas, such as science, social studies, art, or music.

- **Mixed selections**, which combine two types of writing into a single passage. For example, a mixed selection may be a story about Martin Luther King, Jr., that includes both factual information (expository) and invented dialogue (narrative). Or a selection may mix narrative and functional writing. For example, an advertisement, a recipe, instructions, or directions for a game (functional) may be presented within the context of a story (narrative).

- **Paired selections**, which are two selections designed to be read together. Paired selections provide an opportunity for students to demonstrate an understanding of the connections across texts. Selections may be paired for many different reasons; for example, a paired selection may be based on the same story told from two different points of view or a science article and a science fiction story that address a common theme or idea. It is important to remember that paired selections are linked by more than a superficial connection, such as common subject matter or characters. Paired selections contain a deep link, so that students can recognize the strong connection across the two pieces.
NOTE: Although the third grade TEKS include student expectations requiring students to make connections across texts, no paired selections will be included on the third grade test, since all third graders do not have independent mastery of this skill.

Word counts for each selection will vary according to age and grade-level appropriateness. Some selections may require students to turn pages in order to complete the reading selection and/or to answer test items.

- Selections for third and fourth grades will be approximately 500 to 700 words.
- Selections for fifth grade will be approximately 600 to 900 words.
- Selections for sixth, seventh, and eighth grades will be approximately 700 to 1,000 words.

Two notes regarding word counts:

1. Selections written as a pair will be comparable in length to singly developed selections.
2. Due to the differences in language, the Spanish reading selections may be somewhat longer than the English passages.

Other important information about TAKS reading selections:

- Paragraphs will be numbered when doing so does not interfere with the layout of the text. For example, a selection that includes an advertisement with bulleted information most likely would not have numbered paragraphs.
- When appropriate, each selection will be preceded by a title.
- Additional information will be provided in an introduction or a postscript when this information will help the reader better understand the selection.
- In sixth, seventh, and eighth grade, narrative selections will be formatted so that students have the option of taking notes, keeping track of important information, or asking themselves questions as they read. This margin is labeled My notes about what I am reading (Mis notas sobre lo que estoy leyendo in the sixth-grade Spanish version) and is located on the right-hand side of each page in the selection.

NOTE: The third grade test booklet is a scannable (machine-scorable) booklet designed to allow third graders to mark their answers directly in the booklet.

Sample Reading Selections for TAKS in Spanish

As indicated below, some of the sample selections provided in this Grade 3 reading booklet is a Spanish adaptation of one of the selections presented in the Grade 3 English TAKS information booklet; the other is unique to the Spanish booklet.

El lenguaje de los caballos (unique)
Una nutria llamada Daisy (adaptation)
# TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)
## BLUEPRINT FOR GRADE 3 READING

<table>
<thead>
<tr>
<th>TAKS Objectives</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Basic understanding</td>
<td>15</td>
</tr>
<tr>
<td>Objective 2: Literary elements</td>
<td>7</td>
</tr>
<tr>
<td>Objective 3: Analysis using reading strategies</td>
<td>6</td>
</tr>
<tr>
<td>Objective 4: Analysis using critical-thinking skills</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total number of items</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
A Key to Understanding the TEKS Included on TAKS Grade 3 Spanish Reading

Example from Objective 1

A

(3.8) Lectura/desarrollo de vocabulario. El estudiante desarrolla un amplio vocabulario. Se espera que el estudiante:

B → (C) utilice [recursos y fuentes de referencia tales como diccionarios para principiantes, glosarios, tecnología disponible y] el contexto para entender el significado de las palabras (2–3).

D

KEY

A. Knowledge and Skills Statement

This broad statement describes what students should know and be able to do for third grade reading. The number preceding the statement identifies the grade level and number of the knowledge and skills statement.

B. Student Expectation

This specific statement describes what students should be able to do to demonstrate proficiency in what is described in the knowledge and skills statement. Students will be tested on skills outlined in the student expectation statement.

C. [bracketed text]

Although the entire student expectation has been provided for reference, text in brackets indicates that this portion of the student expectation will not be tested on TAKS.

D. (2–3)

The student expectation is taught from second grade through third grade.

NOTE: The full TEKS curriculum can be found at http://www.tea.state.tx.us/teks/.
TEKS STUDENT EXPECTATIONS—IMPORTANT VOCABULARY

For every subject area and grade level, the terms *como, tal(es) como, por ejemplo, incluyendo,* and *que incluyan* are used to help make the TEKS student expectations more concrete for teachers. However, these terms function in different ways. To help you understand the effect each of the terms has on specific student expectations, we are providing the following:

- a short definition of the terms
- an example from a specific student expectation for this subject area
- a short explanation of how the terms affect this student expectation

The terms *como, tal(es) como,* and *por ejemplo* are used when the specific examples that follow them function only as representative illustrations that help define the expectation for teachers. These examples are just that—examples. Teachers may choose to use them when teaching the student expectation, but there is no requirement to use them. Other examples can be used in conjunction with those listed or as replacements for those listed.

Example from Grade 3 Reading, Objective 1

(3.5) (D) *utilice las raíces de palabras y otras claves estructurales, como los prefijos, los sufijos y las terminaciones, para reconocer palabras*

In this student expectation, students must use structural cues to figure out the meaning of words they don’t know. Three examples—*prefijos, sufijos,* and *terminaciones*—follow the *como.* These examples name word parts that teachers may use when helping students learn how to recognize structural cues. Teachers may use these examples and others when they teach this skill.

The terms *incluyendo* and *que incluyan* are used when the specific examples that follow them must be taught. However, other examples may also be used in conjunction with those listed.

Example from Grade 3 Reading, Objective 3

(3.11) (A) *distinga entre diferentes tipos de textos, incluyendo listas, boletines y anuncios, así como sus funciones*

In this student expectation, students must identify the unique features of the texts listed. Students must also understand how the functions of these specific texts differ. Though teachers must teach *listas, boletines,* and *anuncios,* they may also use other forms of texts in addition to these.
Remember

- Any example preceded by the terms *como, tal(es) como,* or *por ejemplo* in a particular student expectation may or may not provide the basis for an item assessing that expectation. Because these examples do not necessarily have to be used to teach the student expectation, it is equally likely that other examples may be used in assessment items. The rule here is that an example be used only if it is central to the knowledge, concept, or skill the item assesses.

- It is more likely that some of the examples preceded by the terms *incluyendo* or *que incluyan* in a particular student expectation will provide the basis for items assessing that expectation, since these examples must be taught. However, it is important to remember that the examples that follow the terms *incluyendo* or *que incluyan* do not represent all the examples possible, so other examples may also provide the basis for an assessment item. As above, the rule here is that an example will be used only if it is central to the knowledge, concept, or skill the item assesses.
TAKS Grade 3 Spanish Reading

Objective 1

The TEKS and corresponding student expectations listed under Objective 1 will help students as they learn to read for the basic meaning of a text. To develop an initial understanding of what they read, students must be able to do three things: (1) use context and other word-identification strategies to help them understand the meaning of the words they read, (2) recognize important supporting details, and (3) understand the main idea of a selection. These skills are the building blocks that students need to develop a deeper understanding of what they read.

TAKS Objectives and TEKS Student Expectations

Objetivo 1

El estudiante demostrará comprensión básica de textos escritos que reflejan una diversidad cultural.

(3.5) Lectura/identificación de palabras. El estudiante utiliza una variedad de estrategias para identificar palabras. Se espera que el estudiante:

(D) utilice las raíces de palabras y otras claves estructurales, como los prefijos, los sufijos y las terminaciones, para reconocer palabras (3);

(E) utilice sus conocimientos del orden de las palabras (sintaxis) y del contexto para que esto le ayude a identificar las palabras y confirmar su significado (1–3).

(3.7) Lectura/variedad de textos. El estudiante lee ampliamente de una variedad de fuentes con diferentes propósitos. Se espera que el estudiante:

(B) lea de una variedad de géneros literarios [tanto por placer como] para adquirir información [ya sea de materiales impresos o de fuentes electrónicas] (2–3).

(3.8) Lectura/desarrollo de vocabulario. El estudiante desarrolla un amplio vocabulario. Se espera que el estudiante:

(C) utilice [recursos y fuentes de referencia tales como diccionarios para principiantes, glosarios, tecnología disponible y] el contexto para entender el significado de las palabras (2–3);

(D) demuestre conocimiento de sinónimos, antónimos y palabras con significados múltiples [como, por ejemplo, al separar, clasificar e identificar palabras relacionadas entre sí] (3).

(3.9) Lectura/comprensión. El estudiante utiliza una variedad de estrategias para comprender textos leídos en voz alta y textos leídos independientemente. Se espera que el estudiante:

(C) relate de nuevo [o actúe la secuencia de] los hechos importantes en historias (K–3);

(H) haga resúmenes de textos seleccionados (2–3).
Objective 1—For Your Information

Tested vocabulary words will be above grade level. Because a student may use context only or combine strategies (for example, knowing a word’s synonym or antonym or the meaning of a prefix, root, or suffix) to determine a word’s meaning, items will not be constructed to test skills in isolation (e.g., “El prefijo en la palabra desaprobar significa —”).

Items testing multiple-meaning words might require students to identify the correct answer from a sample dictionary entry. The entry will include the tested word, its part of speech, and four definitions of the word. Students will use the information given and context clues to choose the correct meaning of the word as it is used in the reading selection.

Students may be asked to identify the context clues in a selection that help them to understand the meaning of a tested word. Answer choices for these items will contain context clues taken verbatim from the text rather than definitions of the tested word. These answer choices will be italicized.

Students will always be provided with enough context clues to allow them to identify the correct meaning of the word as it is used in the reading selection.

NOTE: The sample vocabulary item provided at each grade level will help teachers understand some of the different ways in which vocabulary will be assessed on the TAKS reading tests.

Items that measure students’ basic comprehension of a reading selection are of three types: items that focus on acquiring information from supporting details, items that focus on identifying the main idea and the important events in a selection, and items that summarize a selection. Detail items will focus on important information that is directly stated or paraphrased from a text. Main idea/gist items will be written so that students clearly understand that they are focusing on broad or central ideas. In narrative selections main idea items will focus on either a single paragraph or a series of paragraphs. However, expository and mixed selections may also include items that focus on the main idea of the entire selection. Summary items will focus on a reading selection as a whole. A summary is a short paragraph that includes the main idea and the most important details of a text. For this type of item, all answer choices will be constructed authentically as short paragraphs. However, the answer choices will be appropriate for third graders in that they will include enough information without being too long or dense.
Developing an understanding of literary elements makes stories both more accessible and more meaningful to young readers. Learning to make connections between events, characters, and other elements of a story helps students relate what they have read to their own lives and experiences. At the same time, knowing about a story’s characters, setting, and problem gives students an opportunity to relate to the story in concrete terms while learning about emotions and events that are beyond their own personal experiences.

TAKS Objectives and TEKS Student Expectations

Objetivo 2

El estudiante aplicará sus conocimientos de elementos literarios para comprender textos escritos que reflejan una diversidad cultural.

(3.11) Lectura/estructuras del texto/conceptos literarios. El estudiante analiza las características de varios tipos de textos. Se espera que el estudiante:

(H) analice personajes de forma que incluya sus características, sentimientos, relaciones personales y los cambios que experimentan (1–3);

(I) identifique la importancia del escenario en el significado de una historia (1–3);

(J) reconozca el argumento o problema(s) de la historia (1–3).

Objective 2—For Your Information

Items that test characterization focus on the degree to which students understand the characters in a story: who they are, why they feel and act as they do, how they relate to one another, and how they are changed by the things they experience. Items that require analysis of characters will be grade-level appropriate; that is, students will not be asked characterization questions that are overly sophisticated or too far beyond their developing understanding of other people and themselves.

Items that focus on setting are of two types. The first type simply measures whether a student can identify the time and place of a story. However, most setting items will focus on whether a student understands how time and place contribute to the meaning of a story.

Items that focus on story problem(s) or plot will require students to identify the main conflict in the story or to recognize important events that occur in the story. The depth of analysis required will be appropriate for third graders.

For the most part, Objective 2 items will appear with narrative selections or with mixed or expository selections that include literary elements such as characters and plot.
TAKS Grade 3 Spanish Reading
Objective 3

All texts are not equally challenging. For young readers, reading a story may be much easier than reading a text that is based on science or social studies. However, to make academic progress, students must develop the ability to comprehend and process material from a wide range of texts. That is why it is important for students to develop the ability to know the purpose of the written text they are reading, how the author has organized information, how this organization affects the way the reader reads the text, and what distinctive features characterize a particular type of text. These are the skills students must learn if they are to become independent readers who can move beyond the literal meaning of a text and who have the ability to develop the deeper understandings needed to think critically about what they read, to connect what they know to new information, and to become independent learners.

TAKS Objectives and TEKS Student Expectations

Objetivo 3
El estudiante usará una variedad de estrategias para analizar textos escritos que reflejan una diversidad cultural.

(3.9) Lectura/comprensión. El estudiante utiliza una variedad de estrategias para comprender textos leídos en voz alta y textos leídos independientemente. Se espera que el estudiante:

(C) relate de nuevo [o actúe] la secuencia de los hechos importantes en historias (K–3);

(I) represente de diferentes formas la información contenida en textos, incluyendo mapas de los cuentos, gráficas y tablas (2–3).

(3.11) Lectura/estructuras del texto/conceptos literarios. El estudiante analiza las características de varios tipos de textos. Se espera que el estudiante:

(A) distinga entre diferentes tipos de textos, incluyendo listas, boletines y anuncios, así como sus funciones (K–3);

(C) reconozca las características particulares de géneros literarios comunes, incluyendo cuentos [y poemas], así como las características particulares de textos informativos (1–3).

Objective 3—For Your Information

It is important for teachers to note that the knowledge and skills statement (3.9) (C) that appears here also appears under Objective 1 but with different text bracketed. In Objective 1, (3.9) (C) requires a student to be able to retell the events that occur in a story. For items assessing this skill in Objective 3, however, students must understand the proper sequence of events and how the events affect the central meaning of the text. These types of items will require students to use analysis, or higher-level thinking skills, to understand how one event relates to other events in the story.
Items that focus on representing text information in different ways may require students to select the answer choice that best completes a missing portion of a particular graphic organizer, such as a story map, graph, chart, or picture map. Other items might require students to interpret information from a graphic source and use that information to make an inference or draw a conclusion.

Items that assess a student’s ability to distinguish among different forms of text might require students to recognize that authors organize information in specific ways. It is important for students to know that authors use various organizational patterns to arrange and link ideas depending upon how they want the reader to understand those ideas (“Why does the author use a list to explain how to make a kite?” e.g., “To show the importance of performing the steps in order”).

Items that require a student to distinguish among different genres focus on the unique characteristics of different kinds of texts. Items of this type might require students to distinguish between fiction and nonfiction or a fairy tale and a realistic story. Students might be asked to identify the purpose of a text (to inform, to entertain, etc.). A student might also be asked to identify the unique characteristics of a text, such as the title of a newspaper, or to identify where a particular selection might appear (“Where might the selection about the Grand Canyon be found?” e.g., “In a travel magazine”).
To be successful in school, students must have the ability to bring different levels of understanding to the texts they read. Good readers can do more than “read the lines.” They ask themselves questions, make initial predictions, and create meanings as they move through a text. Good readers also know that as they read, they will likely change their mind about some of their early ideas and assumptions. Why? Because as they read and acquire a more complete “picture” of the text, their understanding deepens and grows. They are able to answer their own questions, think critically about what they’ve read, develop their own interpretations, and use relevant parts of the text to support these interpretations. In essence, good readers understand that reading is a complex process that requires them not only to read “between the lines” but also to read “beyond the lines,” relating what they’ve read to what they already know. In this way reading becomes an important tool for thinking and learning, both in school and in real life.

TAKS Objectives and TEKS Student Expectations

Objetivo 4
El estudiante aplicará sus destrezas de razonamiento crítico para analizar textos escritos que reflejan una diversidad cultural.

(3.9) Lectura/comprensión. El estudiante utiliza una variedad de estrategias para comprender textos leídos en voz alta y textos leídos independientemente. Se espera que el estudiante:

(F) haga y explique inferencias de textos, como determinar ideas importantes, relacionar causa y efecto, hacer predicciones y sacar conclusiones (1–3);

(J) distinga entre hechos y opiniones en varios textos, incluyendo noticias y anuncios de publicidad (3).

(3.10) Lectura/respuesta literaria. El estudiante responde a varios textos. Se espera que el estudiante:

(C) apoye sus interpretaciones o conclusiones con ejemplos sacados de textos (2–3).
Objective 4—For Your Information

Items that assess the ability to read and think inferentially will require students to move beyond their basic understanding of a text to demonstrate a deeper, more complete understanding of what they’ve read. These types of items can take many forms; for example, they may ask students to draw a conclusion, make a reasonable prediction, understand the relationship between two parts of a text, understand how a text relates to their own lives, or understand the deeper meanings implied by a text.

To distinguish a fact from an opinion, students must be able to recognize when an author is using opinions or persuasive techniques to influence the thinking or actions of readers or when an author is merely presenting facts. Fact/opinion items will be assessed only in expository or mixed selections in which it is clear that the author’s intent is to persuade.

Students will be required to support interpretations or conclusions with evidence from the text. Answer choices for items of this type will include either paraphrased ideas or sentences taken verbatim from the text. However, an individual item will never mix these answer-choice options; that is, paraphrased ideas and verbatim quotes will not be combined in the same item. Answer choices using words, phrases, or sentences taken verbatim from the text will be italicized.
TAKS
GRADE 3 SPANISH READING
Sample Selections and Items
El lenguaje de los caballos

1 Los caballos tienen muchas formas de comunicar cómo se sienten. Ésta es una de las razones por las que pensamos que son animales muy inteligentes. Tal como lo hacemos nosotros, los caballos se pueden comunicar con señales que hacen con el cuerpo. A este tipo de comunicación se le llama lenguaje corporal. Por ejemplo, ¿haces gestos cuando algo no te gusta? ¿Sonríes cuando te sientes feliz? Si es así, entonces estás usando un lenguaje corporal.

2 Los caballos, al igual que nosotros, también hacen ciertos sonidos para expresar cómo se sienten. Tú puedes aprender a entender cómo se sienten los caballos si los observas y los escuchas cuidadosamente.

Qué debes observar

3 La siguiente vez que veas un caballo, fíjate en sus orejas. Normalmente sus orejas apuntan hacia adelante. Si apuntan hacia adelante y no se mueven, el caballo siente curiosidad por algo. Tal vez ha visto otro caballo cerca o le llamó la atención el olor a comida. Cuando el caballo oye algo, voltea sus orejas hacia el sonido. Puede voltear una oreja o las dos cuando escucha algo.

Las orejas de este caballo apuntan hacia adelante.
4 Cuando un caballo pone las orejas planas, ¡ten cuidado! El caballo puede estar molesto o enojado. Tal vez no quiere ir a donde su dueño lo lleva. Una persona que conoce mucho de caballos te dirá que te alejes de un caballo cuando ponga sus orejas planas.

5 Los caballos también comunican con los ojos lo que sienten. Cuando un caballo está contento, tiene la mirada “suave”. Sus ojos se ven redondos y tranquilos. Por otro lado, cuando está enojado o algo le duele, su mirada es “dura”. Sus ojos se ven más abiertos e inquietos. Si un caballo tiene miedo, su mirada es de alerta. Entonces sus ojos están completamente abiertos y se le nota más la parte blanca de los ojos.

6 La cola de un caballo normalmente cuelga hacia abajo y no se mueve. De vez en cuando el caballo la mueve ligeramente para espantar moscas. Pero si ves que un caballo mueve la cola de un lado a otro sin parar, sabrás que algo diferente le sucede. Cuando mueve continuamente la cola, puede ser una señal de que está cansado. Tal vez se siente aburrido o hasta esté enojado. Por
último, si un caballo lleva la cola en alto, está expresando lo feliz que se siente.

Este caballo lleva la cola en alto.

Qué sonidos debes escuchar

Cada sonido que hace un caballo también significa algo, por ejemplo:

**Resoplido:** El caballo hace este sonido con la nariz. El caballo resopla con energía una o varias veces moviendo la cabeza para decirles a otros caballos “¡Cuidado!”.

**Chillido:** Los caballos hacen un chillido con el hocico cerrado. Ésta es la manera en que un caballo dice “¡Basta!”.

**Relincho:** El relincho es un sonido largo y fuerte que a veces se puede oír a más de media milla. Un caballo puede relinchar para saludar a otros caballos o decirles “¡Aquí estoy!” . El relincho de cada caballo es distinto. Por eso, si dos caballos están lejos el uno del otro, se pueden reconocer sólo por su relincho.

**Soplido:** Es un sonido simple y tranquilo que el caballo hace con su nariz. Esto quiere decir “Estoy bien”.

Los caballos pueden entender fácilmente las señales de otros caballos. La gente también puede aprender a entender estas señales. Si quieres aprender el lenguaje de los caballos, puedes empezar por observarles los ojos, las orejas y la cola. Escucha también los sonidos que hacen los caballos. De esa manera, cuando tengas la oportunidad de montar un caballo, por su lenguaje corporal sabrás si es un buen día para montarlo o no.

1. En el párrafo 6, ¿qué palabras le ayudan al lector a saber qué significa continuamente?
   - para espantar
   - cuelga hacia abajo
   - sin parar
   - le sucede

Objective 1

2. El párrafo 5 trata principalmente de —
   - lo que un caballo puede comunicar con la mirada
   - cómo se ve la mirada de un caballo cuando tiene miedo
   - qué quiere decir la mirada “suave” de un caballo
   - cómo se ve la mirada de un caballo cuando sus ojos están completamente abiertos

Objective 1

3. Observa la foto después del párrafo 6. ¿Qué demuestra la cola del caballo?
   - Las moscas lo están molestando.
   - El caballo está contento.
   - El caballo está cansado o aburrido.
   - El caballo está enojado.

Objective 3
4 Lee la información en los cuadros de abajo.

¿Cuál de estas respuestas va en el cuadro vacío de arriba?

- Un caballo enojado
- Un caballo cansado
- Un caballo curioso
- Un caballo tranquilo

Objective 3

5 El autor usa títulos en el artículo, tales como “¿Qué debes observar?”, para —

- decirle al lector de qué trata la siguiente parte del artículo
- que el lector descanse antes de terminar el artículo
- para ver si el lector pone atención a lo que lee
- para que el lector no pase mucho tiempo viendo las fotos

Objective 3

6 ¿Por qué el autor escribe una frase debajo de las dos fotografías de los ojos de un caballo?

- La frase le dice al lector quién tomó las fotografías
- La frase cuenta algo chistoso de cada caballo
- La frase explica qué hay en cada fotografía
- La frase dice cosas increíbles de los caballos

Objective 3
7 De acuerdo con esta lectura, el lector puede concluir que un caballo resopla cuando —
- saluda a otro caballo
- acaba de comer
- hay peligro
- quiere estar solo

Objective 4

8 Cuando la mirada de un caballo es “dura”, lo más probable es que —
- esté cansado
- haya olido algo para comer
- otro caballo haya relincharado
- tenga una pierna herida

Objective 4

9 ¿Cuál oración en esta lectura le indica al lector que un caballo puede mover las orejas en diferentes direcciones?
- Tú puedes aprender a entender cómo se sienten los caballos si los observas y los escuchas cuidadosamente.
- La siguiente vez que veas un caballo, fíjate en sus orejas.
- Cuando el caballo oye algo, voltea sus orejas hacia el sonido.
- Tal vez no quiere ir a donde su dueño lo lleva.

Objective 4
Una nutria llamada Daisy

1. —Ésta es Daisy —dijo Ricardo enfrente de la clase mientras les mostraba a sus compañeros una foto del periódico—. Daisy es la nueva nutria del zoológico. El zoológico le construyó un área especial con muchos árboles y plantas. Hasta tiene un estanque para nadar. Daisy también tiene un resbaladero que usa para deslizarse y caer en el agua.

2. Los estudiantes miraron cuidadosamente la foto de Daisy.

3. —El artículo del periódico dice muchas cosas sobre las nutrias —continuó diciendo Ricardo—. Hay nutrias de río y nutrias de mar. Las nutrias son animales muy juguetones. Los juegos que más les gustan son deslizarse y jugar a las escondidas.

4. Ricardo se detuvo un momento, pero sus compañeros de clase querían saber más.

5. —Las nutrias tienen los pies palmeados como los de los patos —añadió Ricardo—. También pueden nadar muy rápido. Cuando las mamás les enseñan a nadar a sus cachorros, ellos a veces se resisten. Los cachorros chillan y no quieren entrar al agua. Sus mamás tienen que guiarlos, pero muy pronto ellos aprenden a nadar y a jugar con las otras nutrias.

6. Cuando Ricardo terminó su presentación, varios estudiantes levantaron la mano.

7. —¿Podemos ir a ver a Daisy? —preguntaron. La misma idea se le había ocurrido al maestro, el Sr. Chen. Así que planeó una excursión al zoológico para que todos pudieran ver a Daisy.

8. Durante las siguientes dos semanas, la clase estudió y aprendió sobre los animales que hay en los zoológicos. Sacaron libros de la biblioteca de la escuela y dibujaron diferentes animales.
Por fin llegó el día de la excursión. Los estudiantes recibieron su comida en una bolsita y se subieron al autobús. De camino al zoológico, todos hablaban ruidosamente. Estaban ansiosos por ver a Daisy y a los otros animales.

La Srta. Ruiz, una de las empleadas del zoológico, recibió a la clase en la entrada y los llevó a recorrer el zoológico.

—Muy pocos de nuestros animales están en jaulas —explicó la Srta. Ruiz—. La mayoría está en áreas que tienen cercas. Estas áreas se parecen a los lugares donde los animales viven en la naturaleza.

Primero, los estudiantes pasaron por el área de los leones. Dos leones tomaban una siesta bajo la sombra de un árbol. Después, la clase vio a los osos polares. Había dos osos en un área rocosa en donde también había un gran estanque. Los dos osos estaban nadando. Al salir del estanque, se sacudieron y salpicaron agua por todas partes.

Finalmente, los estudiantes llegaron al área donde estaba Daisy. Su casa parecía un patio de recreo. Sin embargo, Daisy no estaba jugando, sino que estaba echada y se veía triste.

—¿Está enferma Daisy? —preguntó Shamika.

—No —dijo la Srta. Ruiz—. Es que no tiene con quién jugar. En un principio habíamos pensado comprar dos nutrias, pero gastamos mucho dinero en la construcción de su casita. Por eso sólo nos alcanzó el dinero para comprar a Daisy. Ahora estamos ahorrando dinero para comprarle a Daisy una amiguita.
Los estudiantes pensaron en lo que les había dicho la Srta. Ruiz. Creían que una vida sin amigos sería muy triste.

—Primero tenemos que conseguir otra nutria —siguió diciendo la Srta. Ruiz—. También tenemos que añadir el costo de traer a la otra nutria al zoológico. No tenemos suficiente dinero para hacer este gasto por ahora.

La excursión al zoológico había sido divertida, pero los estudiantes permanecieron en silencio de regreso a la escuela. Tan pronto como regresaron al salón, Ricardo levantó la mano.

—¿Podemos hacer algo para ayudar a Daisy? —preguntó.

Shamika también levantó la mano y sugirió: —A lo mejor podemos reunir dinero vendiendo pasteles en la escuela. Después ese dinero se lo podemos dar al zoológico para que le compren una amiguita a Daisy.

Todos los estudiantes querían ayudar a Daisy. Así que se le dio permiso al Sr. Chen para vender los pasteles en la escuela. El viernes la clase trajo pasteles y también galletas y bizcochos. Algunos hasta trajeron refrescos y helado. ¡Al final del día, la clase había reunido más de $300!

Dos semanas después, los estudiantes recibieron una carta de agradecimiento. El zoológico les daba las gracias por su ayuda. La carta también decía que habían encontrado una amiga para Daisy. La nueva nutria llegaría pronto. El zoológico invitó a la clase para que volvieran. Todos estaban ansiosos por ver a Daisy de nuevo y conocer a su nueva amiguita.
10 ¿Cuál de éstos es el mejor resumen de la historia?

- El Sr. Chen lleva a sus estudiantes a un paseo al zoológico. Conocen a Daisy y aprenden más de ella. Aunque su casa parece ser divertida, Daisy está triste porque no tiene amigos para jugar con ellos.

- La clase de Ricardo tiene una venta de pasteles para ganar dinero y poder comprar una nutria para el zoológico. El zoológico les da las gracias a los estudiantes y los invita a visitar a Daisy y a los otros animales otra vez.

- Los estudiantes pasan dos semanas estudiando diferentes tipos de animales. Luego van al zoológico para aprender más de los animales. Los estudiantes ven leones, osos polares y una nutria llamada Daisy.

- Ricardo le cuenta a su clase acerca de una nutria llamada Daisy. Los estudiantes van al zoológico a visitar a Daisy. Cuando se enteran de que Daisy se siente sola, los estudiantes juntan más de $300 dólares para ayudar al zoológico a comprar otra nutria.

Objective 1
11 ¿Cuáles palabras en el párrafo 5 ayudan al lector a saber qué significa se resisten?
- al agua
- enseñan a nadar
- no quieren
- ellos aprenden

Objective 1

12 Lee los siguientes significados de la palabra recibir.

**recibir verbo**
1. tomar algo que le dan a uno
2. dar la bienvenida
3. esperar al enemigo
4. aceptar una idea o un plan

¿Cuál significado de la palabra recibió corresponde a la forma en que se usa en el párrafo 10?
- Significado 1
- Significado 2
- Significado 3
- Significado 4

Objective 1

13 ¿Cuál de estas respuestas describe mejor cómo se sentían los estudiantes de camino al zoológico?
- Relajados
- Asustados
- Emocionados
- Aburridos

Objective 2

14 Los estudiantes están callados de regreso a la escuela porque —
- están preocupados por Daisy
- están comiendo
- están planeando su próxima excursión
- están pensando en los osos polares

Objective 2
15 ¿Cuál es el problema principal en el cuento?

- El zoológico tiene que mantener en jaulas a muchos de sus animales.
- Los estudiantes no pueden ir de excursión al zoológico.
- El zoológico no tiene dinero para comprar otra nutria.
- A los estudiantes no se les permite hablar en el autobús.

Objective 2

16 Después de escuchar el informe de Ricardo, la clase fue al zoológico a —

- estudiar las plantas y los árboles
- conocer a la nutria de la que habían oído hablar
- llevar alimento a los animales
- conocer a la Srita. Ruiz, una empleada del zoológico

Objective 2

17 ¿Qué pasa después de que el Sr. Chen planea la excursión de la clase al zoológico?

- La clase aprende sobre los diferentes animales que hay en los zoológicos.
- La clase lee un artículo sobre Daisy en el periódico.
- Ricardo le muestra a la clase una foto de Daisy.
- El zoológico consigue una nueva nutria llamada Daisy.

Objective 3

18 Esta historia fue escrita principalmente para —

- mostrar cómo juegan las nutrias unas con otras
- contar cómo unos estudiantes ayudaron a una nutria de un zoológico
- explicar qué son las nutrias y dónde viven
- contar sobre el animal favorito del Sr. Chen

Objective 3
19 Lee los títulos de estos artículos del periódico.

![Títulos de artículos del periódico](image)

¿Cuál de estos artículos del periódico probablemente leyó Ricardo para hacer su informe?

- Título 1
- Título 2
- Título 3
- Título 4

Objective 4

20 ¿Qué hará probablemente la clase de Ricardo en el futuro?

- Irán a la biblioteca a leer sobre otros zoológicos.
- Venderán pasteles cada viernes.
- Pedirán al zoológico que les devuelvan sus $300.
- Harán otra excursión al zoológico.

Objective 4

21 Usa la tabla para contestar la pregunta que le sigue.

<table>
<thead>
<tr>
<th>Qué sucede</th>
<th>Por qué sucede</th>
</tr>
</thead>
<tbody>
<tr>
<td>La clase de Ricardo tiene una venta de pasteles.</td>
<td>____________</td>
</tr>
</tbody>
</table>

¿Cuál de las siguientes oraciones va en el cuadro en blanco?

- Quieren que Daisy tenga una amiga.
- Han planeado un viaje al zoológico.
- Esperan juntar $300 dólares.
- Quieren que el zoológico construya jaulas.

Objective 4
**Literary and Informational Texts**

**Listening to and reading both types of texts helps students:**
- comprehend a variety of written materials
- build and extend background knowledge
- develop vocabulary
- make connections to real-life experiences
- learn how different texts are organized and written
- distinguish different genres

<table>
<thead>
<tr>
<th>Literary Texts</th>
<th>Informational Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Include fiction, drama, poetry, and literary nonfiction</td>
<td>• Include expository texts—texts that tell about something</td>
</tr>
<tr>
<td>• Include literary elements such as sensory language and imagery</td>
<td>• Include persuasive texts—texts that convince readers to think a certain way or to take a certain action</td>
</tr>
<tr>
<td>• May include narrative elements such as theme, plot, characters, and setting</td>
<td>• Include procedural texts—texts that instruct readers on how to do something</td>
</tr>
</tbody>
</table>
**Different Types of Informational Texts**

Below are some common ways that informational texts are organized. Use the prompts and key words to help students determine which organization a writer is using.

<table>
<thead>
<tr>
<th>Types</th>
<th>Prompts</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expository</td>
<td>Does the text tell about something?</td>
<td></td>
</tr>
<tr>
<td>Persuasive</td>
<td>Does the text convince you of something?</td>
<td>reasons, therefore, because, thus</td>
</tr>
<tr>
<td>Procedural</td>
<td>Does the text tell how to do something or make something?</td>
<td>first, second, next, then, finally</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>Does the text give reasons for why something happens?</td>
<td>because, then, so, therefore, for this reason, results, since, reasons,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>effects, consequences, in order, thus</td>
</tr>
<tr>
<td>Problem/Solution</td>
<td>Does the text state a problem and offer solutions to the problem?</td>
<td></td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>Does the text show how two things are alike or different?</td>
<td>same, similar, although, however, on the other hand, but, yet, still,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rather, than, instead of</td>
</tr>
</tbody>
</table>
Answering/Asking Different Types of Questions

(A modified version of a strategy known as QAR or question-answer relationships)

<table>
<thead>
<tr>
<th>First Level</th>
<th>Second Level</th>
<th>Third Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Questions can be answered in one sentence</td>
<td>• Questions can be answered by looking in the story</td>
<td>• Questions cannot be answered by looking in the story</td>
</tr>
<tr>
<td>• Answers can be located word-for-word in the story</td>
<td>• Answers are more complex; answers are one sentence or more</td>
<td>• Students think about what they have read and use their own experiences to make connections and draw conclusions</td>
</tr>
<tr>
<td></td>
<td>• Answers are found in more than one place and put together (Students must combine information that is located in different sentences, paragraphs, or pages of the text)</td>
<td>• They answer questions by thinking about what has been read, thinking about what they already know, and thinking about how it fits together</td>
</tr>
</tbody>
</table>

Example:  
• The answer to *What did Mary do when she got to the party?* is found in one of the sentences of the text: “When Mary got to the party, she spilled punch on her new dress.”

Example:  
• To answer *How are volcanoes formed?* several sentences are needed to describe the steps that are presented on different pages of the text.

Examples:  
• *Why do you think Todd ran away?*
• *What caused Jake’s father to cancel their vacation?*
• *What would you have done if you had lost your mother’s watch?*

Time for Practice

Title of Story in Reading Program: ________________________________

Author: ________________________________ Pages: __________________

<table>
<thead>
<tr>
<th>First Level</th>
<th>Second Level</th>
<th>Third Level</th>
</tr>
</thead>
</table>

Question and Answer Cards

Level One

- Questions can be answered in one sentence.

- Answers can be found word-for-word in the story.

Level Two

- Questions can be answered by looking in the story.

- Answers require one sentence or more.

- Answers are found in more than one place and put together.
Level Three

• Questions cannot be answered by looking in the story.

• Answer questions by thinking about what has been read, thinking about what is already known, and thinking about how it fits together.
Click and Clunk

OBJECTIVE:
The students will monitor what they read to determine what they know and what is causing difficulty with comprehension, and determine the meaning of the word(s) causing the comprehension difficulty.

MATERIALS:
• Clunk Cards
• Reading text for each student or pair of students
• Sticky notes or Clunk Logs

TEACHING PRACTICE THAT PROMOTES READING:
The teacher models each of the fix-up strategies using context, provides guided practice, and then provides supported application before students apply these strategies independently. The teacher helps the students to review the definitions of click and clunk, especially during the modeling and guided practice lessons.

1. Students work in pairs to read each paragraph or section of the text.
2. Students find clunks and write them in their learning logs or on sticky notes.
3. Students use the fix-up strategies on the clunk cards to figure out what the clunks mean. The teacher helps struggling students apply the fix-up strategies.
4. Students record the definition of the clunk on a sticky note or their learning log.
5. Students continue recording clunks after reading each paragraph or section of text.
6. When students finish reading the text, the teacher elicits students’ sharing of clunks and clunk definitions.
   • The clunks and definitions are shared and checked as a class.
   • Students share how they determined the clunk.
   • The teacher reteaches or reviews how to apply the fix-up strategies to determine word meanings as needed.

ADAPTATIONS:
Provide extra support to English language learners when they encounter figurative language and idioms.
Clunk Cards

1. Reread the sentence with the clunk. Look for key words.
2. Reread the sentence without the clunk. What word makes sense?
3. Reread the sentence before and after the clunk. Look for clues.
4. Break the word into smaller words.
5. Use prefixes or suffixes to help figure out the meaning.

Cartas para Bloqueos

3

1. Relea la oración con el bloqueo y encuentre ideas claves.

2. Relea la oración sin el bloqueo y pregunte, “¿Cuál palabra tiene sentido aquí?"

3. Lea la oración antes y después del bloqueo y busque claves que puedan ayudar a resolver el bloqueo.

4. Separe las palabras en partes más pequeñas.

5. Use el prefijo o sufijo de la palabra para determinar el significado del bloqueo.

## Clunk Log

<table>
<thead>
<tr>
<th>Clunks</th>
<th>Clunk Definitions</th>
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<table>
<thead>
<tr>
<th>Bloqueos</th>
<th>Definiciones de Bloqueos</th>
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<tbody>
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Get the Gist

OBJECTIVE:
_The students will identify the main idea of a paragraph._

MATERIALS:
- Paragraphs
- Simple text with multiple paragraphs
- Basal reader, novel, trade book and/or content area textbook

TEACHING PRACTICE THAT PROMOTES READING:
This lesson may take approximately two to three 30-minute sessions. This strategy works with both narrative and expository text. Assign students partners. Select material that is at independent level for the more advanced partner and at instructional level for the second partner. Give each student a copy of the reading selection. Get the Gist uses a scaffold to help students determine the most important information in a paragraph. The students' job is to try to form a main idea statement in 10 words or less. This is not a formula but rather a scaffold for the struggling reader.

1. A main idea statement is made up of two parts:
   - The most important who or what in the paragraph (the main person, place, or thing).
   - The most important information about the who or what.

2. The first reader reads and identifies the main idea for each paragraph on a page.

3. After each paragraph, students identify the main idea by identifying who or what the paragraph is mostly about. No matter how many words describe the who or what, the who or what counts as one word.

4. Next, students identify the most important thing about that who or what. Students try to get this information in nine words or less.

5. Finally, these two pieces of information are put together in a statement using 10 words or less. This statement is the main idea. If the main idea statement is more than 10 words, the students try to shrink down the information. If a statement cannot be shrunk down to 10 words or less, the students move on to the next paragraph.

6. The second reader reads the next page, identifying the main idea for each paragraph on the page by following the same steps.

ADAPTATIONS:
If a paragraph wraps to the next page, the reader finishes the paragraph before trading roles.
The student who is not reading follows along, helping with missed words and with the main idea statement.

Pictures can be used as a scaffold for struggling readers before moving into paragraphs.

For English language learners, the teaching sequence may be as follows:

- Pictures
- Paragraphs
- Simple text with multiple text
- Basal reader, novel, trade book and/or content area book

Get the Gist Cards

**GET THE GIST**

<table>
<thead>
<tr>
<th></th>
<th>MAIN IDEA STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name the who or what (the main person, place or thing)</td>
</tr>
<tr>
<td>2</td>
<td>Tell the most important thing about the who or what</td>
</tr>
<tr>
<td>3</td>
<td>Say the main idea in 10 words or less</td>
</tr>
</tbody>
</table>
### ENCONTRANDO LO ESENCIAL

<table>
<thead>
<tr>
<th>DECLARACIÓN DE LA IDEA PRINCIPAL</th>
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<tbody>
<tr>
<td><strong>1</strong></td>
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<tr>
<td><strong>2</strong></td>
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<td><strong>3</strong></td>
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</tbody>
</table>
Stop and Think About It: Graphic Organizers

- Skim the contents of the final unit in the Teacher’s Edition of your reading program.
- Complete the graphic organizer below to illustrate the different types of graphic organizers that are included for improving comprehension.
- List the type, page number, and purpose (e.g., data chart, p. 257, before reading expository text about mammals).
Simple Webbing

OBJECTIVE:
The students will use a simple web as a tool to summarize expository text.

MATERIALS:
· Content area (expository) text selections that are short
· Simple Web
· Pencil

TEACHING PRACTICE THAT PROMOTES READING:
1. Students read a text selection, either with partners or independently.

2. Students identify the main idea of the text selection by using “Get the Gist.” The main idea is recorded in the middle circle of the web, indicating that it is the main idea of the selection.

3. Students identify the main idea of each section in the reading selection. Each main idea statement is recorded on a spoke of the simple web. Each main idea statement indicates a detail about the overall main idea of the whole reading selection.

4. The simple web is complete when the main ideas from all sections have been recorded on spokes.

ADAPTATIONS:
Once students understand the concept of simple webs, teachers can have students complete blank webs. Students should be required to identify the main idea of the text selection and the details.

Have English language learners partner with the teacher during webbing or guide completion of the simple web during small-group instruction.
A Simple Web


©2009 University of Texas System/Texas Education Agency
Una Telaraña Simple

# Modified K-W-L Chart

<table>
<thead>
<tr>
<th>TOPIC:</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>What I Already Know</td>
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<td>-----------------------</td>
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</tbody>
</table>

## Tabla Modificada de K-W-L

<table>
<thead>
<tr>
<th>Tema/Tópico:</th>
<th>Lo que ya sé</th>
<th>Lo que leí</th>
<th>Páginas</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Adapted from Texas Education Agency (2001). *Texas primary reading inventory (TPRI): Intervention activities guide*. Austin, TX: Author.
Example of a Completed Content Web: Wolves

APPEARANCE
- Wolves belong to the dog family.
- Wolves have thick fur coats.
- Wolves look like dogs, especially German Shepherds.
- A wolf’s eyes are set toward the sides of its head.

HABITAT
- Wolves are born in a den.
- Wolves live in family groups called packs.
- Pups must stay in the den until they are about two months old.
- Every wolf in the pack has a place, or rank.

FOOD
- Wolves hunt other animals.
- Wolves attack animals that are sick, weak, or old.
- A wolf’s body is made for chasing and catching prey.

OTHER INTERESTING FACTS
- People are more dangerous to wolves than wolves are to people.
- Wolves do not make good pets.
- In North America, there are only three kinds of wolves.

PROTECTION
- Wolves howl to warn of danger.
- Wolves talk to each other by howling.
- A wolf can pick up a scent a mile away.

WOLVES
Ejemplo de una telaraña de información completa: Lobos

**APARIENCIA FÍSICA**
- Los lobos pertenecen a la familia de los perros.
- Los lobos tienen un pelaje muy grueso.
- Los lobos se parecen a los perros, especialmente a los pastores alemanes.
- Los ojos de los lobos están a los lados de la cabeza.

**HÁBITAT**
- Los lobos nacen en una madriguera.
- Los lobos viven en grupos familiares llamados manadas.
- Los cachorros se quedan en la madriguera hasta que tienen dos meses.
- Cada lobo en la manada ocupa un rango o lugar especial.

**ALIMENTO**
- Los lobos cazan otros animales.
- Los lobos atacan animales que están enfermos, débiles o viejos.
- El cuerpo de un lobo está hecho para perseguir y atrapar a sus presas.
- Los lobos no son mascotas apropiadas.

**OTROS DATOS INTERESANTES**
- Los seres humanos son más peligrosos para los lobos que los lobos para los seres humanos.
- Los lobos no son mascotas apropiadas.
- En Norteamérica sólo hay tres clases de lobos.

**PROTECCIÓN**
- Los lobos aúllan para anunciar un peligro.
- Los lobos hablan entre sí por medio de aullidos.
- Un lobo puede reconocer un olor desde una milla de distancia.

**LOBOS**
Cooperative Story Maps

OBJECTIVE:
The students will demonstrate an understanding of narrative text story elements by working with a collaborative peer group to create a story map.

MATERIALS:
• Narrative text
• Narrative story maps
• Leader cards
• Pencils

TEACHING PRACTICE THAT PROMOTES READING:
This lesson may take approximately 30 minutes for three to five days.

• Model identifying story elements. Use examples from familiar stories/texts to explain each element.

  Main Characters: Tell students that the main character(s) are the who or what of the story.

  Setting: Tell students that setting refers to where and when the story takes place. If the story has multiple places and times, tell students to focus on where and when most of the story takes place.

  The Problem: Explain that stories present problems that the main characters must solve. The problem can be something the main character wants, but does not have. It may be something the main character is trying to do.

  Story Outcome: Tell students that story outcome refers to how the problem is solved. It usually provides the ending of a story.

  Major Events: Explain that major events refer to the most important events in the story. They occur because of the problem and lead to the story outcome.

• Encourage students to identify only four main events per story.

• Have students complete story maps for stories they have read. Allow approximately 15 minutes.

• As a whole class, review group answers. Encourage students to provide evidence from the story to support their answers. Guide students to reach a consensus on the final answer.

• Form collaborative peer groups of four students.
In each collaborative group, assign leaders for each story element and distribute leader cards: Main Characters, Setting, Story Problem, and Story Outcome. Explain that students will alternate leader roles from story to story.

Provide scaffolded practice until students are proficient with the leader routine:

Leaders:
1. Give an answer for the assigned story element and reasons to support their answer.
2. Ask other students in the group to respond and present evidence to support their answers.
3. Lead a discussion of possible answers and help the group decide on the best answer. If the group cannot agree on an answer, the leader makes the final decision.
4. Record the group’s answer in the appropriate place on the story map.
5. Share the group’s answer with the whole class.

Have groups cooperatively work to complete the story map. Each student leader follows the five-step process for one story element and major event.

For example, the “main characters” student leader leads the group to identify the main characters and the first major event. After one element of the story map is completed, the leader passes the story map to the next leader of the group. Then the “setting” student leader guides the group through the setting and the second major event. The process continues until the map is completed.

As a whole class, discuss the story elements. Have leaders share their group’s answer. Create a master story map that represents the consensus of the class.

Narrative Story Map

STORY TITLE: _________________________

MAIN CHARACTERS

SETTING

PROBLEM

MAJOR EVENTS

1

2

3

4

STORY OUTCOME

Mapa Narrativo de la Historia

Título de la historia: ________________________

<table>
<thead>
<tr>
<th>PERSONAJE PRINCIPAL</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ESCENARIO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PROBLEMA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EVENTOS MÁS IMPORTANTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SOLUCION DEL PROBLEMA</th>
</tr>
</thead>
</table>
Leader Cards

Main Characters

1  I think the main characters are . . . because . . . .

2  Now it’s your turn. Who are the main characters? Give evidence to support your answer.

3  Let’s decide on the best answer.

4  I’ll record . . . in the main character box of our Story Map.

5  We agreed that the main character was . . . .


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<table>
<thead>
<tr>
<th></th>
<th>Personajes Principales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yo pienso que los personajes principales son .... porque....</td>
</tr>
<tr>
<td>2</td>
<td>Ahora es tu turno. ¿Quiénes son los personajes principales? Dame pruebas que apoyan tu respuesta.</td>
</tr>
<tr>
<td>3</td>
<td>Hay que decidir en la mejor respuesta.</td>
</tr>
<tr>
<td>4</td>
<td>Yo anoto..... en el espacio que le pertenece a los personajes principales en el mapa de la historia.</td>
</tr>
<tr>
<td>5</td>
<td>Estamos de acuerdo que los personajes principales son.......</td>
</tr>
</tbody>
</table>
### Setting

1. I think the setting is . . . because . . . .

2. Now it’s your turn. What is the setting of the story? Give evidence to support your answer.

3. Let’s decide on the best answer.

4. I’ll record . . . in the setting box of our Story Map.

5. We agreed that the setting was . . . .

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<table>
<thead>
<tr>
<th>Escenario</th>
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<tbody>
<tr>
<td><strong>1</strong> Yo pienso que el escenario es .... porque....</td>
</tr>
<tr>
<td><strong>2</strong> Ahora es tu turno. ¿Cuál es el escenario de la historia? Dame pruebas que apoyan tu respuesta.</td>
</tr>
<tr>
<td><strong>3</strong> Hay que decidir cuál es la mejor respuesta.</td>
</tr>
<tr>
<td><strong>4</strong> Yo anoto..... en el espacio que le pertenece al escenario en el mapa de la historia.</td>
</tr>
<tr>
<td><strong>5</strong> Estamos de acuerdo que el escenario es.......</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>


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## Problema de la historia

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Yo pienso que el problema de la historia es .... porque....</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Ahora es tu turno. ¿Cuál es el problema de la historia? Dame pruebas que apoyan tu respuesta.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Hay que decidir cuál es la mejor respuesta.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Yo anoto..... en el espacio que le pertenece al problema en el mapa de la historia.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Estamos de acuerdo que el problema es.......</td>
</tr>
<tr>
<td></td>
<td>First Major Event</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>I think the first major event is . . . because . . . .</td>
</tr>
<tr>
<td>2</td>
<td>Now it’s your turn. What is the first major event? Give evidence to support your answer.</td>
</tr>
<tr>
<td>3</td>
<td>Let’s decide on the best answer.</td>
</tr>
<tr>
<td>4</td>
<td>I’ll record . . . in the first major event box of our Story Map.</td>
</tr>
<tr>
<td>5</td>
<td>We agreed that the first major event was . . . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Primer evento principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yo pienso que el primer evento principal es .... porque....</td>
</tr>
<tr>
<td>2</td>
<td>Ahora es tu turno. ¿Cuál es el primer evento principal? Dame pruebas que apoyan tu respuesta.</td>
</tr>
<tr>
<td>3</td>
<td>Hay que decidir cuál es la mejor respuesta.</td>
</tr>
<tr>
<td>4</td>
<td>Yo anoto..... en el espacio que le pertenece al primer evento principal en el mapa de la historia.</td>
</tr>
<tr>
<td>5</td>
<td>Estamos de acuerdo que el primer evento principal es.......</td>
</tr>
</tbody>
</table>

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### Second Major Event

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think the second major event is . . . because . . . .</td>
</tr>
<tr>
<td>2</td>
<td>Now it’s your turn. What is the second major event? Give evidence to support your answer.</td>
</tr>
<tr>
<td>3</td>
<td>Let’s decide on the best answer.</td>
</tr>
<tr>
<td>4</td>
<td>I’ll record . . . in the second major event box of our Story Map.</td>
</tr>
<tr>
<td>5</td>
<td>We agreed that the second major event was . . . .</td>
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</tbody>
</table>


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<table>
<thead>
<tr>
<th></th>
<th>Segundo evento principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yo pienso que el segundo evento principal es .... porque....</td>
</tr>
<tr>
<td>2</td>
<td>Ahora es tu turno. ¿Cuál es el segundo evento principal? Dame pruebas que apoyan tu respuesta.</td>
</tr>
<tr>
<td>3</td>
<td>Hay que decidir cuál es la mejor respuesta.</td>
</tr>
<tr>
<td>4</td>
<td>Yo anoto..... en el espacio que le pertenece al segundo evento principal en el mapa de la historia.</td>
</tr>
<tr>
<td>5</td>
<td>Estamos de acuerdo que el segundo evento principal es.......</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>Segundo evento principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yo pienso que el segundo evento principal es .... porque....</td>
</tr>
<tr>
<td>2</td>
<td>Ahora es tu turno. ¿Cuál es el segundo evento principal? Dame pruebas que apoyan tu respuesta.</td>
</tr>
<tr>
<td>3</td>
<td>Hay que decidir cuál es la mejor respuesta.</td>
</tr>
<tr>
<td>4</td>
<td>Yo anoto..... en el espacio que le pertenece al segundo evento principal en el mapa de la historia.</td>
</tr>
<tr>
<td>5</td>
<td>Estamos de acuerdo que el segundo evento principal es.......</td>
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</table>
### Third Major Event

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think the third major event is . . . because . . . .</td>
</tr>
<tr>
<td>2</td>
<td>Now it’s your turn. What is the third major event? Give evidence to support your answer.</td>
</tr>
<tr>
<td>3</td>
<td>Let’s decide on the best answer.</td>
</tr>
<tr>
<td>4</td>
<td>I’ll record . . . in the third major event box of our Story Map.</td>
</tr>
<tr>
<td>5</td>
<td>We agreed that the third major event was . . . .</td>
</tr>
</tbody>
</table>


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<table>
<thead>
<tr>
<th></th>
<th>Tercer evento principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yo pienso que el tercer evento principal es .... porque....</td>
</tr>
<tr>
<td>2</td>
<td>Ahora es tu turno. ¿Cuál es el tercer evento principal? Dame pruebas que apoyan tu respuesta.</td>
</tr>
<tr>
<td>3</td>
<td>Hay que decidir cuál es la mejor respuesta.</td>
</tr>
<tr>
<td>4</td>
<td>Yo anoto..... en el espacio que le pertenece al tercer evento principal en el mapa de la historia.</td>
</tr>
<tr>
<td>5</td>
<td>Estamos de acuerdo que el tercer evento principal es......</td>
</tr>
<tr>
<td></td>
<td>Fourth Major Event</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>I think the fourth major event is . . . because . . .</td>
</tr>
<tr>
<td>2</td>
<td>Now it’s your turn. What is the fourth major event? Give evidence to support your answer.</td>
</tr>
<tr>
<td>3</td>
<td>Let’s decide on the best answer.</td>
</tr>
<tr>
<td>4</td>
<td>I’ll record . . . in the fourth major event box of our Story Map.</td>
</tr>
<tr>
<td>5</td>
<td>We agreed that the fourth major event was . . .</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Yo pienso que el cuarto evento principal es .... porque....</td>
</tr>
<tr>
<td>2</td>
<td>Ahora es tu turno. ¿Cuál es el cuarto evento principal? Dame pruebas que apoyan tu respuesta.</td>
</tr>
<tr>
<td>3</td>
<td>Hay que decidir cuál es la mejor respuesta.</td>
</tr>
<tr>
<td>4</td>
<td>Yo anoto..... en el espacio que le pertenece al cuarto evento principal en el mapa de la historia.</td>
</tr>
<tr>
<td>5</td>
<td>Estamos de acuerdo que el cuarto evento principal es.......</td>
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### Story Outcome

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>I think the story outcome is . . . because . . . .</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Now it’s your turn. What is the story outcome? Give evidence to support your answer.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Let’s decide on the best answer.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>I’ll record . . . in the story outcome box of our Story Map.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>We agreed that the story outcome was . . . .</td>
</tr>
</tbody>
</table>

### Solución de la historia

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Yo pienso que la solución de la historia es .... porque....</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Ahora es tu turno. ¿Cuál es la solución de la historia? Dame pruebas que apoyan tu respuesta.</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Hay que decidir cuál es la mejor respuesta.</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Yo anoto..... en el espacio que le pertenece a la solución en el mapa de la historia.</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Estamos de acuerdo que la solución es.......</td>
</tr>
</tbody>
</table>
References


**Resources**


**Web Sites**

School-Home Links Reading Kit (February, 1999)—kindergarten resources
http://www.ed.gov/pubs/CompactforReading/tablek.html

U.S. Department of Education—free educational materials
http://www.edpubs.ed.gov

*Martha Speaks*, PBS KIDS animated series—program summaries and activities
http://pbskids.org/martha/parentsteachers/program/summary.html

Colorín Colorado—a bilingual site for families and educators of English language learners
http://www.colorincolorado.org/

Reading Rockets, PBS Launching Young Readers—information about programs and resources
http://www.readingrockets.org/shows/launching

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