Word Identification and Spelling
Learning to Read and Spell

<table>
<thead>
<tr>
<th>Alphabet</th>
<th>Pattern</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>The alphabetic principle matches letters, singly or in combinations, to sounds in a left-to-right sequence to read and spell words.</td>
<td>Knowledge of spelling or syllable patterns and their common pronunciations can help students read and spell words.</td>
<td>Structural units or groups of letters, such as prefixes, suffixes, and Greek or Latin roots or base words focus on meaning and the morphological characteristics that represent consistent spellings and/or pronunciations (words with similar meanings are often spelled the same and/or pronounced the same).</td>
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</tbody>
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**Examples:**
- Blending together the sounds /s/ /a/ /t/ to read or write the word, *sat*
- /ade/ in *made, fade, shade, trade*
- *define and definition*

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 “rewordinings” 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
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

A. **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

<table>
<thead>
<tr>
<th>A. Knowledge and Skills Statement</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>B. Student Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</table>

<table>
<thead>
<tr>
<th>C. [bracketed text]</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
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<tr>
<th>D. (2–3)</th>
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<tbody>
<tr>
<td>The student expectation is taught from second grade through third grade.</td>
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</table>

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.
Grade 3 TAKS Reading—Objective 2

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

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.

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.

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

6 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.

One of the zoo’s most interesting animals is Sonny the elephant. When he was young, Sonny lived in a small zoo. Then he grew to be over 10 feet tall. He became too big for his small home. Popcorn Park Zoo was the perfect place for him to live. Sonny’s new, larger home fits him much better. Now he has lots of room to move around.

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.

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

Objective 1

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.

Sonny
- Elephant
- Ten feet tall

Dudley Morris
- Live at Popcorn Park
- Potbellied pig

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
What is the title of this article?

- People and Places
- The Daily Sun
- Daily Sun Writer
- More Than a Zoo

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.

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.

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.
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 (ˈrāz) 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.

Fewer People Visiting the Zoo!

Otter Arrives at Our Zoo!

Zookeepers Needed at Zoo!

See the Bears Swim at the Zoo!

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 had 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.
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 “rewritings” 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.

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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

(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).

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 desaprobable 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.
TAKS Grade 3 Spanish Reading

Objective 2

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”).
TAKS Grade 3 Spanish 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

Objetivo 4

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

(3.9) Lectura/comprehensión. 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, fijate 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

7 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”.

8 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**
Lee la información en los cuadros de abajo.

Pone las orejas planas.  
Tiene la mirada “dura”.  
Mueve la cola sin parar.

¿Cuál de estas respuestas va en el cuadro vacío de arriba?
- Un caballo enojado
- Un caballo cansado
- Un caballo curioso
- Un caballo tranquilo

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 descansne 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

¿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

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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 relinchado
- 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.

<table>
<thead>
<tr>
<th>recibir</th>
<th>verbo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tomar algo que le dan a uno</td>
<td></td>
</tr>
<tr>
<td>2. dar la bienvenida</td>
<td></td>
</tr>
<tr>
<td>3. esperar al enemigo</td>
<td></td>
</tr>
<tr>
<td>4. aceptar una idea o un plan</td>
<td></td>
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</tbody>
</table>

¿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.

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

- Título 1
- Título 2
- Título 3
- Título 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.

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.
### Key Concepts and Definitions

Write the appropriate concept in the box next to its definition.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>the smallest part of spoken language that makes a difference in the meaning of words</td>
<td></td>
</tr>
<tr>
<td>the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words</td>
<td></td>
</tr>
<tr>
<td>the smallest part of written language that represents a phoneme in the spelling of a word</td>
<td></td>
</tr>
<tr>
<td>the smallest unit of meaning in language</td>
<td></td>
</tr>
<tr>
<td>the understanding that there is a predictable relationship between phonemes and graphemes</td>
<td></td>
</tr>
<tr>
<td>translating symbols on the printed page into spoken words</td>
<td></td>
</tr>
</tbody>
</table>

### Key Concepts

- Morpheme
- Phoneme
- Phonemic awareness
- Grapheme
- Phonics
- Decoding
### Key Concepts and Definitions

#### Answer Key

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phoneme</strong></td>
<td>the smallest part of spoken language that makes a difference in the meaning of words</td>
</tr>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words</td>
</tr>
<tr>
<td><strong>Grapheme</strong></td>
<td>the smallest part of written language that represents a phoneme in the spelling of a word</td>
</tr>
<tr>
<td><strong>Morpheme</strong></td>
<td>the smallest unit of meaning in language</td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>the understanding that there is a predictable relationship between phonemes and graphemes</td>
</tr>
<tr>
<td><strong>Decoding</strong></td>
<td>translating symbols on the printed page into spoken words</td>
</tr>
</tbody>
</table>

Medical Textbook Excerpt

No particular drugs, such as prophylactic bicarbonate infusions or dextran infusions, have been found to be beneficial in the perioperative period. However, bicarbonate along with adequate ventilation should be used to correct for metabolic acidosis. Theoretically, slight hyponatremia may be beneficial by decreasing the concentration of hemoglobin within the red blood cell and MCHC. Hence, this author prefers to use lactated ringers if there is no lactic acidosis over normal saline because of the lower sodium content of lactated ringers. Lastly, mannitol or hypertonic saline should be used with great caution in the sickle-cell disease patient because increased serum osmolality may cause red blood cell dehydration.

# Letter-Sound Pronunciation Guide

<table>
<thead>
<tr>
<th>SOUND</th>
<th>Key Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>mad</td>
</tr>
<tr>
<td>a</td>
<td>ask</td>
</tr>
<tr>
<td>t</td>
<td>top</td>
</tr>
<tr>
<td>s</td>
<td>sell</td>
</tr>
<tr>
<td>i</td>
<td>if</td>
</tr>
<tr>
<td>r</td>
<td>rat (rrrr not er)</td>
</tr>
<tr>
<td>d</td>
<td>dog</td>
</tr>
<tr>
<td>f</td>
<td>fat</td>
</tr>
<tr>
<td>o</td>
<td>off</td>
</tr>
<tr>
<td>g</td>
<td>go</td>
</tr>
<tr>
<td>l</td>
<td>log</td>
</tr>
<tr>
<td>h</td>
<td>hat</td>
</tr>
<tr>
<td>u</td>
<td>up</td>
</tr>
<tr>
<td>c</td>
<td>cat</td>
</tr>
<tr>
<td>n</td>
<td>net</td>
</tr>
<tr>
<td>b</td>
<td>big</td>
</tr>
<tr>
<td>j</td>
<td>jump</td>
</tr>
<tr>
<td>k</td>
<td>kick</td>
</tr>
<tr>
<td>y</td>
<td>yes (yyyyy)</td>
</tr>
<tr>
<td>e</td>
<td>egg</td>
</tr>
<tr>
<td>w</td>
<td>wet</td>
</tr>
<tr>
<td>p</td>
<td>park</td>
</tr>
<tr>
<td>v</td>
<td>very</td>
</tr>
<tr>
<td>x</td>
<td>fox (kssss)</td>
</tr>
<tr>
<td>z</td>
<td>zoo</td>
</tr>
<tr>
<td>qu</td>
<td>quit</td>
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<tr>
<td>th</td>
<td>that</td>
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<tr>
<td>th</td>
<td>thin</td>
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<tr>
<td>sh</td>
<td>she</td>
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<tr>
<td>ch</td>
<td>chair</td>
</tr>
<tr>
<td>wh</td>
<td>whale</td>
</tr>
<tr>
<td>ee</td>
<td>feet</td>
</tr>
<tr>
<td>oa</td>
<td>toad</td>
</tr>
<tr>
<td>ai</td>
<td>rain</td>
</tr>
<tr>
<td>ay</td>
<td>play/crayon</td>
</tr>
<tr>
<td>ur, ir, er</td>
<td>hurt, bird, her</td>
</tr>
<tr>
<td>ar</td>
<td>car</td>
</tr>
<tr>
<td>or</td>
<td>corn</td>
</tr>
<tr>
<td>oo</td>
<td>boom</td>
</tr>
<tr>
<td>oo</td>
<td>look</td>
</tr>
<tr>
<td>ck</td>
<td>sock</td>
</tr>
<tr>
<td>oi/oy</td>
<td>boil, boy</td>
</tr>
<tr>
<td>SOUND</td>
<td>Key Word</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>au/aw</td>
<td>haul, saw</td>
</tr>
<tr>
<td>ow/ou</td>
<td>cow/out</td>
</tr>
<tr>
<td>ow</td>
<td>yellow</td>
</tr>
<tr>
<td>ew</td>
<td>chew</td>
</tr>
<tr>
<td>tch</td>
<td>watch</td>
</tr>
<tr>
<td>le</td>
<td>able</td>
</tr>
<tr>
<td>ing</td>
<td>sing</td>
</tr>
<tr>
<td>ea</td>
<td>head</td>
</tr>
<tr>
<td>ea</td>
<td>seat</td>
</tr>
<tr>
<td>al/all</td>
<td>palm/fall</td>
</tr>
<tr>
<td>a_e</td>
<td>late</td>
</tr>
<tr>
<td>a</td>
<td>lady</td>
</tr>
<tr>
<td>dge</td>
<td>judge</td>
</tr>
<tr>
<td>ge/gi</td>
<td>gentle/giant</td>
</tr>
<tr>
<td>nk</td>
<td>sank</td>
</tr>
<tr>
<td>ee/e_e</td>
<td>tree/Pete</td>
</tr>
<tr>
<td>e</td>
<td>me</td>
</tr>
<tr>
<td>i_e</td>
<td>kite</td>
</tr>
<tr>
<td>ce/ci</td>
<td>century/circle</td>
</tr>
<tr>
<td>o</td>
<td>go/piano</td>
</tr>
<tr>
<td>oe/o_e</td>
<td>toe/bone</td>
</tr>
<tr>
<td>ue/u-e</td>
<td>blue/rude</td>
</tr>
<tr>
<td>ew</td>
<td>flew</td>
</tr>
<tr>
<td>igh</td>
<td>night</td>
</tr>
<tr>
<td>_y (1-syllable)</td>
<td>try</td>
</tr>
<tr>
<td>_y (2-syllable)</td>
<td>baby</td>
</tr>
<tr>
<td>a-</td>
<td>above/about</td>
</tr>
<tr>
<td>wr</td>
<td>write</td>
</tr>
<tr>
<td>kn</td>
<td>knot</td>
</tr>
<tr>
<td>augh</td>
<td>caught</td>
</tr>
<tr>
<td>ough</td>
<td>fought</td>
</tr>
<tr>
<td>ph</td>
<td>phone</td>
</tr>
<tr>
<td>mb</td>
<td>lamb</td>
</tr>
<tr>
<td>ture</td>
<td>picture</td>
</tr>
<tr>
<td>tion</td>
<td>action</td>
</tr>
<tr>
<td>sion</td>
<td>mission</td>
</tr>
<tr>
<td>tial</td>
<td>partial</td>
</tr>
<tr>
<td>cial</td>
<td>special</td>
</tr>
<tr>
<td>cious</td>
<td>precious</td>
</tr>
<tr>
<td>tious</td>
<td>cautious</td>
</tr>
<tr>
<td>ión</td>
<td>billion</td>
</tr>
</tbody>
</table>

Word Study and Word Sorts

CLOSED SORTS

Choose the categories and model the sorting procedure.

Example: Present the three categories, read the three words (boldface), and place them in the correct column. Then ask students to sort remaining words.

short /i/ words
pig

short /u/ words
gum

short /a/ words
man

Other words: jug, bit, pat, run, wag, big, dug, kit, cat, plan, lip, hum, tan, cub, chin, clap, cut

You may build the category without actually giving students a category name and let them discover the common spelling patterns or sounds.

For example, students have mastered short vowel sounds (CVC words) and are ready to learn long vowels. Introduce the VCe pattern by using a word sort. The words to be sorted might include: van, vane, pan, pane, can, cane, Jan, Jane, man, mane, mad, made, hat, hate, tap, tape, cut, cute.

Word sorts can be designed to focus on a single new concept or can be used for a review with mixed concepts.

For example, students know the CVC pattern with short /a/, so you create a sort with /a/ words and the new /o/ sound. An example of a mixed design would be sorting for all the short vowel sounds.

Word sorts can be scaffolded for struggling readers by choosing known words, keeping the sorts focused on a single new category and providing more modeling.

OPEN SORTS

Students organize sets of words into categories based on what they notice about the words.

Open sorts are most effective after students have had many opportunities with closed sorts and understand the concept of sorting.

Observe the categories individual students create. This information may provide you with valuable information about a student’s understanding of the orthography of the English language.
TWO-STEP SORTS

As students begin to understand the complexities of short and long vowel sounds, they may be asked to do two-step word sorts. First, they sort for sound and then for spelling.

For example, in step one, students sort for sound.

<table>
<thead>
<tr>
<th>Short /a/</th>
<th>Long /a/</th>
</tr>
</thead>
<tbody>
<tr>
<td>dad</td>
<td>make</td>
</tr>
<tr>
<td>flag</td>
<td>pale</td>
</tr>
<tr>
<td>fan</td>
<td>great</td>
</tr>
<tr>
<td>crab</td>
<td>paint</td>
</tr>
<tr>
<td>fast</td>
<td>mail</td>
</tr>
<tr>
<td>grass</td>
<td>say</td>
</tr>
<tr>
<td>pal</td>
<td>day</td>
</tr>
</tbody>
</table>

In step two, students sort for spelling.

<table>
<thead>
<tr>
<th>ay</th>
<th>ai</th>
<th>ea</th>
<th>VCe</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>mail</td>
<td>great</td>
<td>make</td>
</tr>
<tr>
<td>say</td>
<td>paint</td>
<td>great</td>
<td>pale</td>
</tr>
</tbody>
</table>

BLIND SORTS

Blind sorts reduce students’ reliance on visual cues. Words are sorted without students seeing them.

Blind sorts force students to depend on their knowledge of sound and the associated pattern to determine where to place words.

Even when teachers incorporate sound and pattern as above, students sometimes rely primarily on visual patterns. For example, when sorting “short i” and “short a” words, students may just place all the words with “a” in one category and all the words with “i” in the other.

Combining both pattern-sound and sound-pattern types of sorts for third graders helps them transfer and apply their word knowledge to their reading and writing.

Substituting pictures and/or adding exceptions to the patterns being sorted can also be effective.

Blind sorts involve students working with a partner. Key words are placed in front of the students. One student calls out the words.

Without looking at the word, the other students decide where the word belongs and points to the appropriate category. The word is then placed in that category. Mistakes are corrected.

Once all the words are placed, the student who did the sorting reads all the words under each category. Then roles are reversed.
Blind sorts can also be written. In a written blind sort, students write the words under the key words instead of pointing. This kind of sort can be done in small groups as well as with partners.

Blind sorts can be used to monitor students’ word study and spelling progress.

**SPEED SORTS**

Speed sorts are practiced after students can accurately categorize words. The objective is to develop automaticity.

Speed sorts can be practiced with a partner. Students alternate between sorting and timing the activity. Students sort words twice, trying to improve their speed while maintaining accuracy.

**WRITING SORTS**

Writing sorts provide opportunities for students to practice spelling words.

Words are classified on paper or dry-erase boards. Cards do not have to be sorted at all.

Words are written down under category headings of key words. Writing sorts can be done individually, with partners, or in small groups.

**WORD HUNTS**

Word hunts provide helpful extensions to word sorts that allow students to find other words in their reading that contain the same spelling patterns and sounds.

Encourage students to identify exceptions which may lead to understanding that exceptions may have commonalities as well.

For example, **have**, **love**, and **give** are exceptions to the **VCe** pattern, but do have a common **v** that creates a new common sound pattern.

Clasificando Palabras en Español

Word sorts are activities that provide students opportunities to examine words and categorize them by spelling patterns and/or sounds.

**CLOSED SORTS (CLASIFICACIONES DE PALABRAS CERRADAS):**

Choose the categories and model the sorting procedure.

Example: Present the two categories, read the two words (boldface), and place them in the correct column. Then ask students to sort the remaining words. In Spanish, students can sort by difficult spelling patterns: **mb** or **nv**.

<table>
<thead>
<tr>
<th>mb</th>
<th>nv</th>
</tr>
</thead>
<tbody>
<tr>
<td>combinar</td>
<td>invierno</td>
</tr>
<tr>
<td>sembradío</td>
<td>inventar</td>
</tr>
</tbody>
</table>

Other words: **hombre, invento, sembrar, hambre, conversación, cambio, estambre, invitar, envidia, cumbre, convencido, costumbre, convertir**

**OPEN SORTS (CLASIFICACIONES DE PALABRAS ABIERTAS):**

You may build the category without giving students a category name and let them discover the common spelling patterns or sounds.

For example, students who can count syllables are ready to sort by the number of syllables in words.

<table>
<thead>
<tr>
<th>1 sílaba</th>
<th>2 sílabas</th>
<th>3 sílabas</th>
<th>4 sílabas o más</th>
</tr>
</thead>
<tbody>
<tr>
<td>mes</td>
<td>casa</td>
<td>sonrisa</td>
<td>hipopótamo</td>
</tr>
<tr>
<td>los</td>
<td>toma</td>
<td>pupitre</td>
<td>caballito</td>
</tr>
<tr>
<td>pez</td>
<td>lodo</td>
<td>muñeco</td>
<td>teléfono</td>
</tr>
<tr>
<td>sol</td>
<td>cama</td>
<td>pintura</td>
<td>carnicero</td>
</tr>
</tbody>
</table>
MIXED SORTS (Clasificaciones de palabras mixtas):

Word sorts can be designed to focus on a single new concept or can be used for a review of mixed concepts.

For example, students know syllables with /a/, so you can create a sort with /a/ and new /o/ sound. An example of a mixed design would be sorting for all vowels.

/a/  /o/
   mamá   lodo
   papá   todo
   masa   tomo
   casa   como
   lata   toro

TWO-STEP SORTS (Clasificaciones de palabras de dos etapas):

As students begin to recognize specific spelling patterns, they may be asked to do two-step word sorts. First sort by sound and then by spelling.

For example, in step one, students sort for initial sound.

q como /j/  q como /g/
gemelo      golpe
 gigante    gusano
gelatina    guerra
girasol     ganso
genio       guiñapo

In step two, students sort for initial syllable.

qi  qe
gis  gemelo
girasol  genio
gelatina

WORD SORTS

OBJECTIVE:  
The students will reinforce word study generalizations and concepts. Students learn to discriminate similar elements or features of words.

MATERIALS:  
• Word cards or paper with words printed in boxes

TEACHING PRACTICE THAT PROMOTES READING:
Teacher prepares a set of cards with words that contain word study patterns that have features in common. Alternately, the teacher can write the words in squares on a sheet of paper. Students cut the words up and glue or place them under the correct header on a chart. After sorting the cards, students may record the results in a word study notebook that is kept throughout the year.

1. Students sort words according to specific features, placing them in columns or piles.
2. Closed sorts: Students sort words according to a specified feature (e.g., words with er, ir, and ur)
3. Open sorts: Students discover the categories themselves. They sort a given set of words according to ways the words are alike and different.
4. Sample word sorts:
   o Sort by sound
     ▪ Sort words ending with –ed according to the way the –ed ending is pronounced (believed, cooked, ended).
     ▪ Sort words with the oo pattern according to their pronunciation (cook vs. boot).
   o Sort by spelling pattern (le words vs. el words; –tion and –sion words)

Note: More complex sorts include roots, prefixes, homophones, synonyms, etc.

ADAPTATIONS:
For all readers, word sorts should provide independent practice for word study skills that have already been taught and practiced with the teacher.
### Common Syllable Types

<table>
<thead>
<tr>
<th>Syllable Types</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Closed syllables:</strong> end in at least one consonant; the vowel is short.</td>
<td>· splen-did</td>
</tr>
<tr>
<td></td>
<td>· gos-sip</td>
</tr>
<tr>
<td></td>
<td>· mag-net</td>
</tr>
<tr>
<td></td>
<td>· in-deed</td>
</tr>
<tr>
<td></td>
<td>· rab-bit</td>
</tr>
<tr>
<td></td>
<td>· mon-ster</td>
</tr>
<tr>
<td><strong>Open syllables:</strong> end in one vowel; the vowel is usually long.</td>
<td>· no-tion</td>
</tr>
<tr>
<td></td>
<td>· la-zy</td>
</tr>
<tr>
<td></td>
<td>· se-quel</td>
</tr>
<tr>
<td></td>
<td>· ba-con</td>
</tr>
<tr>
<td></td>
<td>· ba-con</td>
</tr>
<tr>
<td></td>
<td>· i-tem</td>
</tr>
<tr>
<td><strong>Vowel-consonant-e syllables:</strong> end in one vowel, one consonant, and a final <code>&lt;e&gt;</code>. The final <code>&lt;e&gt;</code> is silent, and the vowel is long.</td>
<td>· dic-tate</td>
</tr>
<tr>
<td></td>
<td>· in-vite</td>
</tr>
<tr>
<td></td>
<td>· stam-pede</td>
</tr>
<tr>
<td></td>
<td>· pro-file</td>
</tr>
<tr>
<td></td>
<td>· lone-ly</td>
</tr>
<tr>
<td></td>
<td>· wish-bone</td>
</tr>
<tr>
<td><strong>Vowel-r syllables:</strong> have an <code>&lt;r&gt;</code> after the vowel; the vowel makes an unexpected sound. Vowels followed by <code>&lt;r&gt;</code> do not make their common short or long sounds.</td>
<td>· bom-bard</td>
</tr>
<tr>
<td></td>
<td>· per-fect</td>
</tr>
<tr>
<td></td>
<td>· vir-tue</td>
</tr>
<tr>
<td></td>
<td>· cor-ner</td>
</tr>
<tr>
<td></td>
<td>· tur-nip</td>
</tr>
<tr>
<td></td>
<td>· car-pool</td>
</tr>
<tr>
<td><strong>Vowel pair syllables:</strong> have two adjacent vowels. Vowel pairs are also known as vowel combinations or teams.</td>
<td>· sail-boat</td>
</tr>
<tr>
<td></td>
<td>· six-teen</td>
</tr>
<tr>
<td></td>
<td>· boy-hood</td>
</tr>
<tr>
<td></td>
<td>· oat-meal</td>
</tr>
<tr>
<td></td>
<td>· treat-ment</td>
</tr>
<tr>
<td></td>
<td>· moon-struck</td>
</tr>
<tr>
<td><strong>Final stable syllables:</strong> have a consonant followed by <code>&lt;le&gt;</code> pattern or a nonphonetic but reliable unit such as <code>&lt;tion&gt;</code>. Final stable syllables have unexpected but reliable pronunciations.</td>
<td>· puz-zle</td>
</tr>
<tr>
<td></td>
<td>· sta-tion</td>
</tr>
<tr>
<td></td>
<td>· bub-ble</td>
</tr>
<tr>
<td></td>
<td>· con-trac-tion</td>
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<td></td>
<td>· can-dle</td>
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<td>· frac-tion</td>
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</tbody>
</table>

University of Texas Center for Reading and Language Arts. (2003). *Special education reading project secondary institute — Effective instruction for secondary struggling readers: Research-based practices*. Austin, TX: Author.
Teaching the Six Syllable Types

General Procedures
Begin with closed-syllable words when students have learned a few letter-sound correspondences (e.g., three or four consonants and one short vowel). Sequentially introduce the other five types of syllables.

Closed Syllable
- Write four or five closed-syllable words on the board (use one-syllable words). Determine with students how many vowels are in each word (one).
- Ask students how each word ends (with a consonant).
- Read the words. Ask students how the vowels are pronounced (short-vowel sound).
- Define closed syllable.
- Use the cloze procedure: “A closed syllable ends in at least one _____. The vowel is ______.”
- Explain distorted vowel sounds, such as the schwa sound of vowels in unaccented closed syllables before the letters m, n, or l and the nasal sounds of vowels before /m/, /n/, or /ng/.

Open Syllable
- Write four or five open-syllable words on the board (use one-syllable words). Determine with students how many vowels are in each word (one).
- Ask students how each word ends (with a vowel).
- Compare words to previously taught closed syllables and discuss differences.
- Read the words. Ask students how the vowels are pronounced (long-vowel sound).
- Define open syllable.
- Use the cloze procedure.

Vowel-Consonant-e
- Write four or five vowel-consonant-e words on the board. Determine with students how many vowels are in each word (two).
- Ask students how each word ends (with an e).
- Ask what comes between the vowel and the final e (one consonant).
- Read the words. Ask students what happens to the final e (silent).
- Ask students how the vowels are pronounced (long sound).
- Define vowel-consonant-e syllable.
- Use the cloze procedure.
Vowel-\(r\) (\(r\)-controlled) Syllable

- Write four or five one-syllable vowel-\(r\) words on the board. Determine with students how many vowels are in each word (one).
- Ask students how each word ends (with at least one consonant).
- Review the closed syllable.
- Read words and explain that these words do not have a short sound.
- Explain that vowels do not make their common long or short sound when they are followed by \(r\).
- Define vowel-\(r\) syllable.
- Use the cloze procedure.

Vowel-Pair Syllable

- Write four or five one-syllable vowel-pair words on the board. Determine with students how many vowels are in each word (two).
- Ask students how each word ends (with at least one consonant).
- Compare vowel-pair syllables to closed and open syllables and discuss differences.
- Read the words. Explicitly teach each sound.
- Define vowel-pair syllable.
- Use the cloze procedure.

Final Stable Syllable

- Write four or five two-syllable consonant-\(le\) words on the board. Ask students what is the same in all the words (all end in a consonant followed by -\(le\)).
- Ask students to feel or hear how many syllables are in each word as they say it (two syllables). Read each word and have students echo or repeat.
- Explain that the pronunciations of consonant-\(le\) syllables are fairly stable.
- Define final stable syllable.
- Use the cloze procedure.

# Multisyllabic Words List

<table>
<thead>
<tr>
<th>contains</th>
<th>photograph</th>
<th>teammates</th>
<th>heroes</th>
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<tr>
<td>information</td>
<td>segregation</td>
<td>invisible</td>
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<td>Intimdate</td>
<td>cycle</td>
<td>gambler</td>
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<td>pitchers</td>
<td>despite</td>
<td>vapor</td>
<td>nature</td>
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</tbody>
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Ways to Support the Development of High-Frequency Words

Guidelines for Teaching High-Frequency Words

Teachers:

• Select words that students are having difficulty reading. Words can come from commercially published word lists, such as the list of sight words presented in this handout, or from the texts students are reading.

• Write each word on a card.

• Present words one at a time during supported reading groups. Discuss words and their use in context. (Option: Ask students to find words in the text and read the sentence with the word.)

• Shuffle cards. Ask students to read words. Correct errors. Repeat until students can automatically read all the words.

• If a student continues to have difficulty, place several word cards on the table. Read each one and ask the student to point to the word.

• Create individual word banks or word rings (e.g., place a set of word cards on metal ring).

• Regularly review word cards with other previously learned words.

• Provide ample opportunities to practice reading the words in various reading and writing activities.

Examples of Practice for Developing High-Frequency Words

Students:

• Read and reread texts that contain studied words.

• Write sentences using the words.
• Use word cards to make sentences. Complete sentence stems or fill-in-the-blank sentences on sentence strips.

Example:

**park**  **tree**  **cat**

The __________ ran up the ______ in the __________.

• Reread (two or three times) a set of word bank cards. Record time for each reading on a graph to show improved rate and accuracy across the readings.

• Sort word cards into different categories using open and closed sorts.

• Alphabetize and read newly learned words in a word bank.

• Play dominoes using word bank cards by matching ending and beginning letters.

Example:

**cat**  **their**  **right**

• Add words to individual word walls for use during independent reading and writing.

Patrones de Ortografía Menos Regulares en Español

Develop automatic recognition of words that use these specific spelling patterns:
q/c/k,
b/v,
s/c/z,
y/ll,
g/j,
x/j,
i/y,
r/rr,
h,
ch,
gue, and
gui.

Write with more proficient spelling using silent letters in syllables, dieresis marks, written
accents, and spelling patterns using the following:
q/c/k,
b/v,
r/rr,
y/ll,
c/h/g or ch,
g/j,
j/x,
i/y, and
s/c/z.

1. gue – gui: la “g” representa el sonido consonántico velar sonoro (como gato) y la “u” no se
pronuncia.
   guerra, sigue, guisado, guerrero, guiño, guitarra, águila, guiñapo

2. güe – güi: la “g” representa el sonido consonántico velar sonoro (como gato) y la “u” se
pronuncia.
   bilingüe, agüita, pingüino, paragüitas

3. que – qui: el sonido de la “q” es /k/ y la “u” no se pronuncia.
   queso, quien, quesadilla, quise, química, pequeño, taquito, chiquito, quemar, quedar, que
Guidelines for Teaching Spelling

Some students learn to spell quite effortlessly, but all students benefit from systematic spelling instruction and practice.

Students who are experiencing difficulty in spelling need intensive instruction and practice tailored to match their individual levels of word knowledge.

Here are some guidelines for spelling instruction:

• **Review previously taught material.**

• **Consider student knowledge and skills and use words students can read.**

  Select words and patterns by using spelling inventories and including words and patterns from basal reading series and student writing.

  Include words from the content-area curriculum.

  Determine the number of words to introduce based on the students’ needs.

  Modify spelling lists for students who are at risk for dyslexia or have spelling difficulties.

  Introduce letter-sound correspondences for spelling once they have been introduced and taught in reading.

• **Introduce frequently used and regular word patterns before less frequently used and less regular patterns.**

• **Limit the number of new words or patterns in one lesson.**

  Expect that students may need to read words many times before they are able to spell them.

• **Provide extended practice for newly learned words or word patterns before other patterns are introduced.**

  Dictate words and/or sentences and have students write them.

  Provide ample practice for students who are having difficulty with spelling to ensure that they remember letter-sound associations and patterns.

  If handwriting is difficult, encourage students to use keyboarding or plastic letters to spell words.

  Consider some alternative approaches including writing on a rough surface or tracing words.
Use word banks to provide an excellent review of previously taught words for students to refer to as they write.

Consider using mnemonics that are developed by students themselves.

Mnemonics may help some students recall words by providing association links such as “there’s an ear in hear.”

- **Teach students to check and monitor their spelling.**
  
  Ask students to read words after they have spelled them.
  
  Expect students to correctly spell previously taught words.

- **Provide multiple opportunities for students to make connections between words, their spellings, sounds, meanings, and syntax.**
  
  Use techniques that encourage students to focus on the phonemic elements of words.
  
  For example, it is helpful for many students to repeat the word after the teacher and then say the sounds as they write the corresponding letters.
  
  For students who may be experiencing spelling difficulty, enhance their discrimination and recognition of the positions of individual phonemes in words by: segmenting the sounds heard in words as they spell them; counting syllables; omitting syllables; or changing sounds in words.
  
  Provide opportunities to analyze and sort words into categories to focus students’ attention on spelling and letter patterns in words.
  
  Encourage students to use their decoding skills as they read words during word sorts.

- **Provide immediate and appropriate feedback to reinforce correct spelling of newly learned spelling patterns.**

- **Extend students’ knowledge of words by encouraging them to look for more words that follow particular spelling patterns or generalizations.**
  
  After word sorts, have students hunt for other words in their reading and writing that fit studied patterns or discovered generalizations.
  
  Have students work individually, in pairs, or small groups.
  
  Encourage them to record their words in notebooks or on word-bank cards.
Graphophonemic Knowledge:
Dictation

Dictation is the segment of the GK Routine during which the students practice the targeted skill by applying it to the spelling of words and sentences.

Dictation allows the teacher to model, through a think-aloud, the processes followed when determining the correct spelling pattern for a given phoneme in a particular word. By helping the students reason through the spellings in a word while referencing the alphabet wall cards, the teacher equips the students to logically determine the spellings of regular decodable words.

Types of dictation outlined on the following pages include the following:

1. Letter and Sound Dictation (p. 14)—Students learn to identify letter names and sounds and write the correct grapheme.

2. Beginning Word Dictation (p.15)—With the aid of teacher scaffolding and support, students sound out the phonemes in a word, associate each phoneme with the correct spelling as shown on the alphabet wall cards, and write the word.

3. Advanced Word Dictation (p. 16)—As students become better able to segment sounds in words and determine correct spellings using the alphabet wall cards, teacher scaffolding decreases and students spell independently with teacher support given only as needed.

4. “Asking an Intelligent Question” (p. 17)—This routine enables students to reason through multiple spellings of a phoneme to determine which could be possible spellings in a particular word.

5. Sentence Dictation (p. 18)—Students segment sentences into words, then write spellings for the words using skills learned through Word Dictation. Teacher support is given only as needed.

6. Checking (p. 19)—With teacher support, students put a dot over each correct spelling and circle each incorrect spelling. The student then correctly rewrites any missed words.

Dictation is teacher-supported guided PRACTICE. It is NOT a spelling TEST!
**Letter and Sound Dictation**

*Letter and sound dictation is designed for students learning the alphabet letter names and sounds. Letter and sound dictation is appropriate for most kindergarten and first grade students.*

**Objective:** The learner will correctly write a letter of the alphabet when given its name (and/or sound, depending on the focus skill).

**Materials needed:** dictation paper, regular pencil, colored pencil; OR individual whiteboard, black marker, colored marker, eraser; overhead projector or whiteboard for demonstration

**Teacher:** Pencils down. Eyes on me. The first letter we are going to write is *s*. The letter *s* makes the /s/ sound. *(Point to the alphabet wall card representing s.)* Watch as I write the letter *s*. *(Write the letter s, using the handwriting technique outlined in the core reading program. If the core program has an oral description for the process of writing the letter, say it as you write the letter.)*

**Teacher:** Your turn. We are going to write the letter *s*. What letter?

**Students:** *s*

**Teacher:** Point to the alphabet wall card for the letter *s*. *(Check to see that students are pointing in the direction of the correct card.)* What sound does the letter *s* make?

**Students:** /s/

**Teacher:** Correct! /s/. Pick up your pencil and write the letter *s*. You may look at my example if needed.

*Continue procedure for the remainder of letters in the dictation activity. Use the Checking Dictation Routine (p. 19) following each line of dictation. You may choose to stop and check following each letter.*

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Remember—it’s simpler to teach children the correct way to form the letters as they are learning them the first time than to have to unteach and reteach correct letter formation when they have learned them incorrectly. **Letter and sound dictation is an activity that needs to be closely monitored by the teacher.**
Beginning Word Dictation

Beginning Word Dictation is designed for students who know most of the letter names and sounds, and are learning to segment a word into phonemes.

Objective: The learner will write correct spellings for regularly-spelled (decodable) words by segmenting the word into phonemes and attaching the correct spelling to each phoneme.

Materials needed: dictation paper, regular pencil, colored pencil; OR individual whiteboard, black marker, colored marker, eraser; overhead projector or whiteboard for demonstration

Teacher: Pencils down. Eyes on me. On the first line, we are going to write two words. The first word is big. What word?

Students: Big.

Teacher: We are going to segment the word big into phonemes, or sounds. Say it with me. /b/ /i/ /g/. What's the first sound you heard in big?

Students: /b/

Teacher: That's right—/b/. Look at the alphabet wall cards. What is the spelling for /b/?

Students: b

Teacher: Correct—b. Write the letter b. (Teacher models the correct formation of the letter b on the board or overhead.) What's the second sound you hear in the word big?

Students: /i/

Teacher: Correct—/i/. Look at the cards. What is the spelling for /i/?

Students: i

Teacher: That's right—i. Write the letter i. (Teacher models the correct formation of the letter i on the board or overhead.) What's the last sound you hear in the word big?

Students: /g/

Teacher: Correct—/g/. Look at the cards. What is the spelling for /g/?

Continue this pattern for each of the phonemes in each word of the dictation. Following each line of dictation, proceed to Checking Dictation Routine (p. 19).
Advanced Word Dictation

Advanced Word Dictation is designed for students who know letter names and sounds and can segment a word into phonemes. In advanced Word Dictation the teacher provides less guidance and support as students practice spelling words by segmenting them into phonemes and attaching a correct spelling to each phoneme. The process of spelling is becoming more automatic.

Objective: The learner will write correct spellings for regularly-spelled (decodable) words by segmenting the word into phonemes and attaching the correct spelling to each phoneme.

Materials needed: dictation paper, regular pencil, colored pencil OR individual whiteboard, black marker, colored marker, eraser, overhead projector or whiteboard for demonstration

Teacher: Pencils down. Eyes on me. On the first line, we are going to write two words. The first word is space. What word?

Students: Space.

Teacher: Think about the sounds you hear in the word space. Remember to look at the alphabet wall cards if you aren’t sure about a spelling. Listen as I model the process for you. Space—/s/ /p/ /s/. Four sounds—which means I will use four spellings. First sound—/s/. There is more than one spelling for /s/, but I know that it comes at the beginning of the word and has a consonant right after it, so it must be spelled with an s. (Write s on the board.) Next sound—/p/. That’s easy—I’ll write a p. Next sound—/ã/. Hmm—that has several spellings. I know it can’t be _ay, because that can only come at the end of a word, and the word space has a /s/ sound at the end. It can’t be a either, because that would have a short vowel sound since it comes between two consonants in a one-syllable word. That means it could either be a__e or ai___. I’m going to choose a__e, since that is the spelling used more often. (Write a__e.)

See page 17 for an explanation of “asking an intelligent question.” This procedure provides teacher support, but also encourages students to think through possible spelling patterns before asking the teacher for help.

Teacher: The second word is erase. Think about the sounds you hear in the word erase. (Provide 3-5 seconds of think time.) Remember to look at the alphabet wall cards if you aren’t sure about a spelling. And remember to “ask an intelligent question” if you need help with a spelling. Now, pick up your pencil and write the word erase.

Continue this procedure for the remainder of the pre-determined words. Following each line of dictation, proceed to Checking Dictation Routine (p. 19).
Asking an “Intelligent Question”

This procedure provides support for students while also encouraging them to logically consider possible spellings in a word. If there is more than one spelling pattern which can logically be used in a word, and the rules governing the choice of the correct spelling pattern have been taught, the student thinks through the optional spelling and rules out any which could not be correct. For example, when considering the correct spelling for /e/ in the word “sleep,” the student should be able to rule out the –ey spelling, since it can only occur at the end of a word or syllable. “Sleep,” however, ends in /p/. The student may come to the conclusion that “sleep” could be spelled “s-l-e-e-p” or “s-l-e-p-e.” At this point, the student may ask an “intelligent question,” and the teacher should provide the correct answer.

Introducing the “Asking an Intelligent Question” Routine:

Teacher: Boys and girls, when you come to a sound that has more than one spelling, and you’re not sure which one to use, you may ask me an “intelligent question.” That means you have to decide which spellings could logically be used in the word. Then, ask a question, stating the spellings that could be used. For instance, “In the word space, the /a/ sound could be spelled a_e or ai_. Could you please tell me which spelling is used in this word?” That’s called “asking an intelligent question.” I will then tell you that space uses the a_e spelling for the /a/ sound.

An example of the “asking an Intelligent Question” Routine During Dictation:

Student: How do you spell the /s/ sound in celery?
Teacher: What are the spellings for /s/?
Student: We have learned that /s/ can be spelled using s, ce, or ci.
Teacher: Think for a moment—what sound comes after the /s/ in celery?
Student: /e/
Teacher: So which spellings do you think could be used?
Student: I think it could be either s or ce. It can’t be ci because the sound after /s/ is NOT /i/.
Teacher: So how would you “ask an intelligent question” about the spelling?
Student: In the word celery, is the /s/ spelled with s or with ce?
Teacher: Good question! In the word celery, /s/ is spelled using ce.
Sentence Dictation

Sentence dictation is designed to follow word dictation. The sentences should use some of the spelling patterns used in word dictation. The level of teacher support and scaffolding should be dependent upon student need.

Objective: The learner will write dictated sentences accurately, using decoding skills as well as knowledge of sight words.

Materials needed: dictation paper, regular pencil, colored pencil; OR individual whiteboard, black marker, colored marker, eraser; overhead projector or whiteboard for demonstration

Teacher: Pencils down. Eyes on me. Listen as I say the first sentence. The big dog jumped over the fence. Repeat the sentence.

Students: The big dog jumped over the fence.

Teacher: Count the number of words in the sentence. How many are there?

For additional support, use a scaffold such as finger blending/segmenting to count the words in the sentence together with the students.

Students: The—big—dog—jumped—over—the—fence. Seven words.

Teacher: Yes, seven words. Think about the first word in the sentence. Is it a regular word or a sight word? Right—the is a sight word. Look at the word wall for help if you don’t remember the spelling. Write the word the on your paper. Think about the next word—big. Is it a regular word or a sight word? Yes, big is a regular word, so we can segment it into phonemes and spell each sound. Think about each sound in the word big. Write the spelling for each phoneme.

For the first sentence offer some support, as in the example above. Remind students to refer to the alphabet wall cards if they need help with the spellings.

Teacher: Before we begin the next sentence, make sure you have included a capital at the beginning of the sentence, good spacing between words, and proper punctuation. (Provide additional explanations or modeling as needed.)

For the remainder of the sentences, say the sentence and have the students repeat it, several times if needed. Encourage the students to write the sentence as independently as possible.

Continue this procedure for the remainder of the pre-determined sentences. Following each sentence, proceed to Checking Dictation Routine (p. 18).
Checking Dictation

**Objective:** The learner will check for spelling errors with teacher support and correctly write any words with incorrect spellings.

**Materials needed:** Materials used for dictation, colored checking pencil

Students switch to their checking pencil.

Teacher says the word.

Students repeat the word.

Teacher and students segment the word into phonemes, using scaffolds as needed.

Teacher: What is the first sound in the word?

Students respond, with teacher support as needed.

Teacher: Which alphabet wall card represents that sound?

Students respond, with teacher support as needed.

Teacher: The spelling for the sound / __/ is __.

Students use checking pencils to put a dot above each correct spelling.

Using their checking pencils, students circle incorrect spellings, then rewrite the entire word correctly.

*Repeat procedure for remaining words. Discuss any confusions related to spellings. Help students explain why certain spelling patterns are the best choices in specific words.*

**Remember:** The spelling of 84% of the words in the English language is mostly predictable.¹ It’s not as

₁ For more detail on the predictability of the English language, see Moats (2005).
Reco’s Story

Reco

May 10, 2001

Jesse and Me

One day I was going to the movie for my b-day on Nov 12, 2001. It was Nov the 12 on a Friday. That morning I went to school. A new boy came to our where classroom and the boy name was Jesse. We was doing some math problem. Jesse asked me for some help on the math. I help Jesse. First I had to do the math problem. Next, I showed him how to do the problem. Then, I let him do the problem buy his safe. Last, we was fishing. At the end of the day I asked can he come over to my house for the hoer weekend his mom said yes. I told Jesse I was having a B-day on Saterday at the movie.
References


