



**Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic  
Grade K**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| K.2.A.i demonstrate phonological awareness by: identifying and producing rhyming words;  | <b>Recognize rhyme.</b> Identify and match rhyming words.   |
| K.2.A.ii demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;                 | <b>Segment onset and rime.</b> Segment onset and rime of spoken one-syllable words.   |
| K.2.A.iv demonstrate phonological awareness by: identifying syllables in spoken words;   | <b>Segment syllables.</b> Segment and/or count syllables in spoken words.   |
| K.2.A.v demonstrate phonological awareness by: blending syllables to form multisyllabic words;   | <b>Blend syllables.</b> Blend syllables in spoken two-syllable words.   |
| K.2.A.vi demonstrate phonological awareness by: segmenting multisyllabic words into syllables;   | <b>Segment syllables.</b> Segment and/or count syllables in spoken words.   |
| K.2.A.vii demonstrate phonological awareness by: blending spoken onsets and rimes to form simple words;  | <b>Blend onset and rime.</b> Blend onset and rime of spoken one-syllable words.   |
| K.2.A.viii demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words;   | <b>Blend sounds in words with two phonemes.</b> Blend sounds (phonemes) to identify spoken one-syllable words with two phonemes.  |
| K.2.A.x demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes;  | <b>Segment sounds in words with two to three phonemes.</b> Segment spoken one-syllable words into their complete sequence of individual sounds (two to three phonemes). |
| K.2.B.i demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent;  | <b>Match long vowel sounds with common spellings for the five major vowels.</b> Recognize the long vowel sound within one-syllable words.                               |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade K (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Demonstrate basic knowledge of one-to-one letter-sound correspondences.</b> Match consonant sounds to letters in isolation:<br/><i>s, f, r, m, p, l, t</i></p> <p><b>Demonstrate basic knowledge of one-to-one letter-sound correspondences.</b> Match consonant sounds to letters in isolation:<br/><i>d, n, g, b, h, c</i></p> <p><b>Demonstrate basic knowledge of one-to-one letter-sound correspondences.</b> Match consonant sounds to letters in isolation:<br/><i>v, j, w, x, k, z, y</i></p> <p><b>Match short vowel sounds with common spellings for the five major vowels.</b> Match short vowel sounds to letters in isolation:<br/>short <i>a</i></p> <p><b>Match short vowel sounds with common spellings for the five major vowels.</b> Match short vowel sounds to letters in isolation:<br/>short <i>i</i></p> <p><b>Match short vowel sounds with common spellings for the five major vowels.</b> Match short vowel sounds to letters in isolation:<br/>short <i>o</i></p> <p><b>Match short vowel sounds with common spellings for the five major vowels.</b> Match short vowel sounds to letters in isolation:<br/>short <i>e</i></p> |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Match short vowel sounds with common spellings for the five major vowels.</b> Match short vowel sounds to letters in isolation: short <i>u</i></p> <p><b>Demonstrate basic knowledge of one-to-one letter-sound correspondences.</b> Match consonant sounds to letters: soft <i>c</i>, soft <i>g</i>.</p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to letters: <i>y</i></p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to individual letters in isolation: long <i>e</i></p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to individual letters in isolation: long <i>i</i></p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to individual letters in isolation: long <i>o</i></p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to individual letters in isolation: long <i>u</i></p> |
| <p>K.2.B.i identifying and matching the common sounds that letters represent;</p>  | <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to individual letters in isolation: long <i>a</i></p>  |

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***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade K (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <b>Encode words with short vowel sounds.</b><br>Encode one-syllable words with the short vowel sounds <i>a, e, i, o, u</i> .*  |
| K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including . . . CCVC and CVCC words;                                     | <b>Decode regularly spelled one-syllable words with initial consonant blends.</b><br>Decode CCVC words beginning with <i>l</i> -blends or <i>r</i> -blends, such as <i>plug</i> or <i>drip</i> .<br><br><b>Decode regularly spelled one-syllable words with final double consonants or <i>ck</i>.</b> Decode words beginning with an initial continuous sound and ending with either a final double consonant or <i>ck</i> : VCC ( <i>egg</i> ) and CVCC ( <i>fill, rock</i> ).<br><br><b>Decode regularly spelled one-syllable words with final consonant blends.</b><br>Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i> . |
| K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including VC, CVC . . . words;   | <b>Decode regularly spelled one-syllable words with short vowels.</b> Decode simple VC and CVC words with short <i>a</i> .<br><br><b>Decode regularly spelled one-syllable words with short vowels.</b> Decode simple VC and CVC words with short <i>i</i> or short <i>o</i> .<br><br><b>Decode regularly spelled one-syllable words with short vowels.</b> Decode simple VC and CVC words with short <i>u</i> or short <i>e</i> .   |
| K.2.B.ii using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;  | <b>Encode words with initial consonant blends.</b> Encode blends in isolation and in one-syllable CCVC words beginning with consonant blends.*   |

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***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade K (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>         | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| <p>K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> | <p><b>Distinguish between similarly spelled words.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.*</p>  |
| <p>K.2.B.iii recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p>  | <p><b>Manipulate phonemes in consonant clusters.</b> Add, delete, or substitute interior sounds of consonant clusters within spoken one-syllable words.*</p>   |
| <p>K.2.B.iv demonstrate and apply phonetic knowledge by: identifying and reading . . . high-frequency words from a research-based list;</p>  | <p><b>Recognize Grade K high-frequency words in isolation.</b> Recognize high-frequency words in isolation, such as <i>be, for, he, in, is, it, on, that, the, to, was, you.</i></p> <p><b>Recognize Grade K high-frequency words in isolation.</b> Recognize high-frequency words in isolation, such as <i>and, are, as, at, had, have, his, not, of, they, this, with.</i></p> <p><b>Recognize Grade K high-frequency words in isolation.</b> Recognize high-frequency words in isolation, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when.</i></p> <p><b>Recognize Grade K high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>be, for, he, in, is, it, on, that, the, to, was, you.</i></p> <p><b>Recognize Grade K high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other</p> |

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***Correlation of Texas Essential Knowledge and Skills for English  
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**Grade K (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p>words, such as <i>and, are, as, at, had, have, his, not, of, they, this, with.</i></p> <p><b>Recognize Grade K high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when.</i></p>                             |
| <p>K.2.B.iv demonstrate and apply phonetic knowledge by: identifying and reading at least 25 high-frequency words from a research-based list;</p>                          | <p><b>Spell Grade K high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>be, for, he, in, is, it, on, that, the, to, was, you.*</i></p> <p><b>Spell Grade K high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>and, are, as, at, had, have, his, not, of, they, this, with.*</i></p> |
| <p>K.2.C.iii spelling high-frequency words from a research-based list;</p>   | <p><b>Spell Grade K high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>be, for, he, in, is, it, on, that, the, to, was, you.</i></p> <p><b>Spell Grade K high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>and, are, as, at, had, have, his, not, of, they, this, with.</i></p>   |
| <p>K.2.D.v demonstrate print awareness by: identifying all uppercase and lowercase letters; and</p>  | <p><b>Understand organization and basic features of print.</b> Recognize and name all uppercase letters of the alphabet.</p>   |

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*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <b>Understand organization and basic features of print.</b> Recognize and name all lowercase letters of the alphabet.  |
| K.2.D.v identifying all uppercase and lowercase letters [, including distinguishing between frequently confused letters]; and  | <b>Understand organization and basic features of print.</b> Distinguish between frequently confused letters.   |
| K.3.B use . . . texts the student is able to read or hear to learn . . . word meanings; and  | <b>Determine word meaning in literary text.</b> With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in literary text read aloud.<br><br><b>Determine word meaning in informational text.</b> With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in informational text read aloud. |
| K.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and   | <b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade K words used in literary texts, grade-appropriate content areas, and other academic contexts.*  |
| K.3.C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.                          | <b>Understand word relationships.</b> Recognize synonyms and antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words and shades of meaning.*  |
| K.5.C make . . . predictions using text features . . . with adult assistance;  | <b>Predict the topic of an informational text.</b> Predict the topic of an informational text by looking at the front cover, title, and/or illustrations.  |

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**Grade K (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <b>Predict the topic of a literary text.</b> Predict the topic of a literary text by looking at the front cover, title, and/or illustrations.  |
| K.5.E make connections to . . . ideas in other texts . . .   | <b>Compare story elements in two literary texts.</b> With support, compare the adventures and experiences of characters in two literary texts read aloud.<br><br><b>Identify similarities and differences in two informational texts.</b> With support, compare illustrations, descriptions, or procedures in two informational texts on the same topic read aloud.  |
| K.5.F make inferences . . . to support understanding with adult assistance;  | <b>Make inferences in literary text.</b> With support, draw conclusions or make inferences in read-aloud literary text or in pictures.<br><br><b>Make inferences in informational text.</b> With support, draw conclusions or make inferences in read-aloud informational text or in pictures.   |
| K.5.G evaluate details to determine what is most important with adult assistance;  | <b>Answer questions about key ideas and details in literary text.</b> With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary text read aloud.<br><br><b>Answer questions about key ideas and details in informational text.</b> With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in informational text read aloud. |



*Correlation of Texas Essential Knowledge and Skills for English  
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**Grade K (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Make inferences in literary text.</b> With support, draw conclusions or make inferences in read-aloud literary text or in pictures.*</p> <p><b>Make inferences in informational text.</b> With support, draw conclusions or make inferences in read-aloud informational text or in pictures.*</p> <p><b>Identify cause-and-effect relationships in literary text.</b> With support, identify examples of cause and effect, using pictures or words in literary text read aloud.*</p> <p><b>Identify cause-and-effect relationships in informational text.</b> With support, identify examples of cause and effect, using pictures or words in informational text read aloud.*</p> |
| <p>K.6.C use text evidence to support an appropriate response;</p>   | <p><b>Answer questions about key ideas and details in literary text.</b> With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary text read aloud.</p> <p><b>Answer questions about key ideas and details in informational text.</b> With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in informational text read aloud.</p> <p><b>Make inferences in literary text.</b> With support, draw conclusions or make inferences in read-aloud literary text or in pictures.</p>   |

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*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade K (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Make inferences in informational text.</b> With support, draw conclusions or make inferences in read-aloud informational text or in pictures.</p> <p><b>Identify cause-and-effect relationships in literary text.</b> With support, identify examples of cause and effect, using pictures or words in literary text read aloud.</p> <p><b>Identify cause-and-effect relationships in informational text.</b> With support, identify examples of cause and effect, using pictures or words in informational text read aloud.</p> |
| <p>K.6.D retell texts in ways that maintain meaning;</p>   | <p><b>Retell informational text.</b> With support, retell key details of informational text read aloud.</p> <p><b>Retell literary text.</b> With support, retell stories read aloud.</p>  |
| <p>K.6.F respond using newly acquired vocabulary as appropriate.</p>   | <p><b>Determine word meaning in informational text.</b> With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in informational text read aloud.*</p> <p><b>Determine word meaning in literary text.</b> With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in literary text read aloud.*</p>   |
| <p>K.7.B identify and describe the main character(s);</p>  | <p><b>Identify characters in literary text.</b> With support, identify or describe characters in literary text read aloud.</p>  |

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Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade K (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| K.7.C describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and                | <b>Identify plot elements in literary text.</b><br>With support, identify the major events, the problem, and the resolution in literary text read aloud.  |
| K.7.D describe the setting.  | <b>Identify settings in literary text.</b> With support, identify the setting in literary text read aloud.  |
| K.8.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;              | <b>Recognize types of literary text.</b> With support, recognize common types of literary text.   |
| K.8.C discuss main characters in drama;  | <b>Identify characters in literary text.</b> With support, identify or describe characters in literary text read aloud.*  |
| K.8.D.i recognize characteristics and structures of informational text, including: the central idea . . .  | <b>Identify main idea in informational text.</b><br>With support, identify the main idea or topic of informational text read aloud.   |
| K.8.D.ii recognize characteristics and structures of informational text, including: titles and simple graphics to gain information; and                                    | <b>Connect text and visuals in informational text.</b> With support, describe the relationship between pictures and the text in which they appear (e.g., what person, place, thing, or idea a picture depicts) in informational text read aloud.* |
| K.8.D.iii recognize characteristics and structures of informational text, including: the steps in a sequence with adult assistance;  | <b>Sequence events in informational text.</b><br>With support, sequence three steps in a process or sequence pictures of two events in informational text read aloud.   |
| K.8.E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and                    | <b>Identify reasons that support points in informational text.</b> With support, identify a reason an author gives to support specific points in informational text read aloud.*  |
| K.8.F recognize characteristics of multimodal and digital texts.   | <b>Connect text and visuals in literary text.</b><br>With support, describe the relationship between pictures and the text in which   |


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**Grade K (continued)**

|  | <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|---|--|---|
|   |  | they appear (e.g., what moment in a story a picture depicts) in literary text read aloud. |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| 1.2.A.i demonstrate phonological awareness by: producing a series of rhyming words;  | <b>Recognize rhyme.</b> Identify and match rhyming words.  |
| 1.2.A.ii demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;                 | <b>Isolate and identify initial sounds.</b> Identify initial sounds (phonemes) in spoken one-syllable words with three or more phonemes.*  |
| 1.2.A.iii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words;   | <b>Distinguish long and short vowel sounds.</b> Distinguish long and short vowel sounds in spoken one-syllable words.  |
| 1.2.A.iv demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added, changed, or removed;                              | <p><b>Add phonemes.</b> Add individual sounds (phonemes) to spoken one-syllable words to make new words.</p> <p><b>Substitute initial phonemes.</b> Substitute initial sounds (phonemes) in spoken one-syllable words to make new words.</p> <p><b>Substitute final phonemes.</b> Substitute final sounds (phonemes) in spoken one-syllable words to make new words.</p> <p><b>Substitute medial phonemes.</b> Substitute medial vowel sounds (phonemes) in spoken one-syllable words to make new words.</p> <p><b>Isolate and identify initial sounds.</b> Isolate initial sounds (phonemes) in spoken three-phoneme CVC words. (This does not include CVC words ending with /l/, /r/, or /x/.)</p> |
| 1.2.A.iv recognizing the change in spoken word when a specified phoneme is added, changed, or removed;   | <b>Manipulate phonemes in consonant clusters.</b> Add, delete, or substitute interior sounds of consonant clusters within spoken one-syllable words.*  |

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***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>                                   | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| <p>1.2.A.v demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p>  | <p><b>Blend sounds in words with three phonemes.</b> Blend sounds (phonemes) to identify spoken one-syllable words with three phonemes.</p> <p><b>Blend sounds in words with four to five phonemes.</b> Blend sounds (phonemes), including consonant blends, to identify spoken one-syllable words with four to five phonemes.</p>   |
| <p>1.2.A.vi manipulating phonemes within . . . words; and</p>  | <p><b>Manipulate phonemes in consonant clusters.</b> Add, delete, or substitute interior sounds of consonant clusters within spoken one-syllable words.</p>  |
| <p>1.2.A.vii demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p> | <p><b>Segment sounds in words with four to five phonemes.</b> Segment spoken one-syllable words into their complete sequence of individual sounds (four to five phonemes).</p>   |
| <p>1.2.B.i decoding words in isolation and in context by applying common letter sound correspondences;</p>   | <p><b>Encode words with <i>r</i>-controlled vowel sounds.</b> Encode the <i>r</i>-controlled vowel sounds /ar/ spelled <i>ar</i>, /or/ spelled <i>or</i>, and /#r/ spelled <i>er</i>, <i>ir</i>, <i>ur</i>.*</p>   |
| <p>1.2.B.i demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences;</p>  | <p><b>Decode regularly spelled one-syllable words with initial consonant blends.</b> Decode CCVC words beginning with <i>l</i>-blends or <i>r</i>-blends, such as <i>plug</i> or <i>drip</i>.</p> <p><b>Decode regularly spelled one-syllable words with initial consonant blends.</b> Decode words beginning with two- or three-letter <i>s</i>-blends: CCVCC (<i>snack</i>), CCCVC (<i>sprig</i>), and CCCVCC (<i>stress</i>).</p> <p><b>Decode regularly spelled one-syllable words with final double consonants or</b></p> |

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**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p><i>ck</i>. Decode words beginning with an initial continuous sound and ending with either a final double consonant or <i>ck</i>: VCC (<i>egg</i>) and CVCC (<i>fill, rock</i>).</p> <p><b>Decode regularly spelled one-syllable words with final consonant blends.</b><br/>Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i>.</p> <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common consonant digraphs in isolation.</b> Match spoken and written sounds of consonant digraphs (<i>th, sh, ch, wh, ck</i>) to letters in isolation.</p> <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common initial consonant digraphs.</b> Match spoken and written consonant digraphs (<i>th, sh, ch, wh</i>) at the beginning of a word.</p> <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common final consonant digraphs.</b> Match spoken and written consonant digraphs (<i>th, sh, ch, ck, ng</i>) at the end of a word.</p> <p><b>Decode regularly spelled one-syllable words with final -e.</b> Decode words with final -e conventions.</p> <p><b>Demonstrate basic knowledge of final -e conventions.</b> Identify the long vowel sound within one-syllable CVCe words.</p> |

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**Grade 1 (continued)**


|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Decode regularly spelled one-syllable words with common long-vowel teams.</b> Decode words with long-vowel digraphs and other long-vowel teams: <i>ai, ay, ee, ea, oa; igh, ow (grow)</i>.</p> <p><b>Demonstrate basic knowledge of one-to-one letter-sound correspondences.</b> Match consonant sounds to letters: soft <i>c</i>, soft <i>g</i>.</p> <p><b>Match long vowel sounds with common spellings for the five major vowels.</b> Match long vowel sounds to letters: <i>y</i></p> <p><b>Decode regularly spelled one-syllable words with <i>r</i>-controlled vowels.</b> Decode words with <i>r</i>-controlled vowels (<i>ar, er, ir, or, ur</i>).</p> <p><b>Decode words with inflectional endings and no spelling changes.</b> Decode words with common inflectional endings, such as <i>-s, -es, -ed, -ing</i>, that don't include spelling changes.</p> <p><b>Decode two-syllable words.</b> Decode two-syllable words following a VC/CV pattern.</p> |
| <p>1.2.B.ii decoding words with initial and final consonant blends, digraphs, and trigraphs;</p>   | <p><b>Encode words with consonant digraphs.</b> Encode consonant digraphs of a unique sound in isolation and in one-syllable words: <i>th, sh, ch, wh, tch</i>.*</p> <p><b>Encode words with initial consonant blends.</b> Encode blends in isolation and in one-syllable CCVC words beginning with consonant blends.*</p>  |

\*This skill is related to the aligned standard



***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <b>Encode words with final consonant blends.</b> Encode one-syllable words ending with consonant blends.*  |
| 1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . digraphs . . .   | <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common consonant digraphs in isolation.</b> Match spoken and written sounds of consonant digraphs (<i>th, sh, ch, wh, ck</i>) to letters in isolation.</p> <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common initial consonant digraphs.</b> Match spoken and written consonant digraphs (<i>th, sh, ch, wh</i>) at the beginning of a word.</p> <p><b>Demonstrate basic knowledge of sound-spelling correspondences for common final consonant digraphs.</b> Match spoken and written consonant digraphs (<i>th, sh, ch, ck, ng</i>) at the end of a word.</p> |
| 1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final consonant blends . . .   | <p><b>Decode regularly spelled one-syllable words with final double consonants or <i>ck</i>.</b> Decode words beginning with an initial continuous sound and ending with either a final double consonant or <i>ck</i>: VCC (<i>egg</i>) and CVCC (<i>fill, rock</i>).</p> <p><b>Decode regularly spelled one-syllable words with final consonant blends.</b> Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i>.</p>   |
| 1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with initial . . . blends . . .   | <b>Decode regularly spelled one-syllable words with initial consonant blends.</b>  |

\*This skill is related to the aligned standard

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p>Decode CCVC words beginning with <i>l</i>-blends or <i>r</i>-blends, such as <i>plug</i> or <i>drip</i>.</p> <p><b>Decode regularly spelled one-syllable words with initial consonant blends.</b> Decode words beginning with two- or three-letter <i>s</i>-blends: CCVCC (<i>snack</i>), CCCVC (<i>sprig</i>), and CCCVCC (<i>stress</i>).</p>                                 |
| <p>1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p>    | <p><b>Encode vowel sounds in words with final <i>e</i>.</b> Encode long vowel sounds within one-syllable CVCe words.*</p> <p><b>Encode words with vowel teams.</b> Encode vowel sounds formed by vowel teams or other irregular spellings within one-syllable words.*</p> <p><b>Encode two-syllable words.</b> Encode two-syllable words with regular syllabication patterns.*</p> |
| <p>1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words . . . vowel teams, including vowel digraphs and diphthongs . . .</p>                              | <p><b>Decode regularly spelled one-syllable words with common long-vowel teams.</b> Decode words with long-vowel digraphs and other long-vowel teams: <i>ai</i>, <i>ay</i>, <i>ee</i>, <i>ea</i>, <i>oa</i>; <i>igh</i>, <i>ow</i> (<i>grow</i>).</p>  |
| <p>1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . r-controlled syllables</p>   | <p><b>Decode regularly spelled one-syllable words with <i>r</i>-controlled vowels.</b> Decode words with <i>r</i>-controlled vowels (<i>ar</i>, <i>er</i>, <i>ir</i>, <i>or</i>, <i>ur</i>).</p>   |
| <p>1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . VCe syllables . . .</p>  | <p><b>Decode regularly spelled one-syllable words with final <i>-e</i>.</b> Decode words with final <i>-e</i> conventions.</p> <p><b>Demonstrate basic knowledge of final <i>-e</i> conventions.</b> Identify the long vowel sound within one-syllable CVCe words.</p>   |

\*This skill is related to the aligned standard

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| 1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with closed syllables . . .  | <b>Decode two-syllable words.</b> Decode two-syllable words following a VC/CV pattern.  |
| 1.2.B.v decoding words with inflectional endings, including -ed, -s, and -es; and  | <b>Encode words with inflectional endings.</b> Encode words with common inflectional endings: -s, -es, -ed, -ing, -er, -est.*   |
| 1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including -ed, -s, and -es; and   | <b>Decode words with inflectional endings and no spelling changes.</b> Decode words with common inflectional endings, such as -s, -es, -ed, -ing, that don't include spelling changes.  |
| 1.2.B.vi demonstrate and apply phonetic knowledge by: identifying and reading . . . high-frequency words from a research-based list;                                       | <p> <b>Recognize Grade 1 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>been, big, do, if, into, like, man, many, more, no, other, out, people, said, so, some, take, them, then, these, time, up, which, who, will, would, your.</i> </p> <p> <b>Recognize Grade 1 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way.</i> </p> <p> <b>Recognize Grade 1 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>after, back, because, called, did, down, each, even, get, just, know, little, much, must, now, our, such, through, water, where.</i> </p> |

\*This skill is related to the aligned standard

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Recognize Grade 1 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>been, big, do, if, into, like, man, many, more, no, other, out, people, said, so, some, take, them, then, these, time, up, which, who, will, would, your.</i></p> <p><b>Recognize Grade 1 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way.</i></p> <p><b>Recognize Grade 1 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>after, back, because, called, did, down, each, even, get, just, know, little, much, must, now, our, such, through, water, where.</i></p> |
| <p>1.2.B.vi demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list;</p>                         | <p><b>Spell Grade 1 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when.*</i></p> <p><b>Spell Grade 1 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>been, big, do, if, into, like, man, many, more, no, other, out, people, said, so, some,</i></p>   |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p><i>take, them, then, these, time, up, which, who, will, would, your.*</i></p> <p><b>Spell Grade 1 high-frequency words.</b><br/>Spell high-frequency words, including common irregularly spelled words, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way.*</i></p>  |
| <p>1.2.C.iv spelling high-frequency words from a research-based list;</p>  | <p><b>Spell Grade 1 high-frequency words.</b><br/>Spell high-frequency words, including common irregularly spelled words, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when.</i></p> <p><b>Spell Grade 1 high-frequency words.</b><br/>Spell high-frequency words, including common irregularly spelled words, such as <i>been, big, do, if, into, like, man, many, more, no, other, out, people, said, so, some, take, them, then, these, time, up, which, who, will, would, your.</i></p> <p><b>Spell Grade 1 high-frequency words.</b><br/>Spell high-frequency words, including common irregularly spelled words, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way.</i></p> |
| <p>1.2.D demonstrate print awareness by identifying the information that different parts of a book provide;</p>  | <p><b>Use text features in informational text.</b><br/>Use headings, tables of contents, glossaries, or other text features to locate key facts or information in Grade 1 informational text.*</p>   |
| <p>1.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p>  | <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 1 words used in</p>  |

*\*This skill is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | literary texts, grade-appropriate content areas, and other academic contexts.*  |
| 1.3.C identify the meaning of words with the affixes -s, -ed, and -ing; and  | <b>Use prefixes, suffixes, and base words.</b> Understand and use meaningful word parts, including prefixes (such as, but not limited to, <i>un-</i> , <i>re-</i> ); suffixes (such as, but not limited to, <i>-er</i> , <i>-est</i> , <i>-ily</i> , <i>-ly</i> , <i>-y</i> ); inflectional endings (including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> ); and base words. Identify compound words.*   |
| 1.3.D identify and use words that name actions, directions, positions, sequences, categories, and locations.   | <b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.*<br><br><b>Understand word relationships.</b> Recognize synonyms and antonyms. Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.* |
| 1.6.E make connections to . . . ideas in other texts . . .   | <b>Compare story elements in two literary texts.</b> Compare the adventures and experiences of characters in two Grade 1 literary texts.<br><br><b>Identify similarities and differences in two informational texts.</b> Compare illustrations, descriptions, or procedures in two Grade 1 informational texts on the same topic.   |
| 1.6.F make inferences and use evidence to support understanding with adult assistance;   | <b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 1 literary text.  |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 1 informational text.  |
| 1.6.G evaluate details to determine what is most important with adult assistance;  | <p> <b>Answer questions about key ideas and details in literary text.</b> Demonstrate understanding of key ideas and details explicitly stated in Grade 1 literary text.         </p> <p> <b>Answer questions about key ideas and details in informational text.</b> Demonstrate understanding of key ideas and details explicitly stated in Grade 1 informational text.         </p> <p> <b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 1 literary text.*         </p> <p> <b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 1 informational text.*         </p> <p> <b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 1 literary text.*         </p> <p> <b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-effect relationships in Grade 1 informational text.*         </p> <p> <b>Identify sequence of events in literary text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.*         </p> |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 1 (continued)**


|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <b>Identify sequence of events in informational text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.*  |
| 1.6.H synthesize information to create new understanding with adult assistance; and  | <b>Connect text and visuals in informational text.</b> Use details from illustrations and from text to describe the key ideas in Grade 1 informational text.  |
| 1.7.C use text evidence to support an appropriate response;  | <p> <b>Answer questions about key ideas and details in informational text.</b> Demonstrate understanding of key ideas and details explicitly stated in Grade 1 informational text.         </p> <p> <b>Answer questions about key ideas and details in literary text.</b> Demonstrate understanding of key ideas and details explicitly stated in Grade 1 literary text.         </p> <p> <b>Identify sequence of events in informational text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.         </p> <p> <b>Identify sequence of events in literary text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.         </p> <p> <b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-effect relationships in Grade 1 informational text.         </p> |

*\*This skill is related to the aligned standard*



***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 1 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 1 informational text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 1 literary text.</p>  |
| <p>1.7.D retell texts in ways that maintain meaning;</p>   | <p><b>Retell literary text.</b> Retell what happens at the beginning, middle, or end in Grade 1 literary text.</p> <p><b>Retell informational text.</b> Retell the most important ideas and details in Grade 1 informational text.</p> <p><b>Identify sequence of events in literary text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.*</p> <p><b>Identify sequence of events in informational text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.*</p> |
| <p>1.8.A discuss topics and determine theme using text evidence with adult assistance;</p>   | <p><b>Determine the message or lesson in literary text.</b> Determine the central message or lesson in Grade 1 literary text.</p>  |
| <p>1.8.B describe the main character(s) and the reason(s) for their actions;</p>   | <p><b>Describe characters in literary text.</b> Identify or describe characters and the reasons for their actions, using key details in Grade 1 literary text.</p>   |

*\*This skill is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 1 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>      | <b>Aligned Diagnostic Skills</b>   |
|---|--|
| 1.8.C describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and   | <p><b>Describe plot elements in literary text.</b> Identify or describe the major events, the problem, and the resolution in Grade 1 literary text, using key details.</p> <p><b>Identify sequence of events in literary text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.*</p> |
| 1.8.D describe the setting.   | <p><b>Describe settings in literary text.</b> Identify or describe the setting, using key details in Grade 1 literary text.</p>  |
| 1.9.C discuss elements of drama such as characters and setting;   | <p><b>Describe characters in literary text.</b> Identify or describe characters and the reasons for their actions, using key details in Grade 1 literary text.*</p> <p><b>Describe settings in literary text.</b> Identify or describe the setting, using key details in Grade 1 literary text.*</p>                       |
| 1.9.D.i recognize characteristics and structures of informational text, including: the central idea . . .   | <p><b>Identify main idea in informational text.</b> Identify the main idea or topic in Grade 1 informational text.</p>   |
| 1.9.D.ii recognize characteristics and structures of informational text, including: features and simple graphics to locate or gain information; and                             | <p><b>Use text features in informational text.</b> Use headings, tables of contents, glossaries, or other text features to locate key facts or information in Grade 1 informational text.</p>  |
| 1.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as chronological order and description with adult assistance; | <p><b>Identify sequence of events in informational text.</b> Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.*</p>  |
| 1.9.E recognize characteristics of persuasive text with adult assistance and state what the   | <p><b>Identify reasons that support points in informational text.</b> Identify reasons an</p>  |


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 1 (continued)**

|  | <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>                          | <b>Aligned Diagnostic Skills</b>  |
|---|---|---|
|   | author is trying to persuade the reader to think or do; and   | author gives to support a specific point in Grade 1 informational text.*  |
|   | 1.9.F recognize characteristics of multimodal and digital texts.  | <b>Connect text and visuals in literary text.</b> Use details from illustrations and from text to describe the characters, setting, or events in Grade 1 literary text.                     |
|   | 1.10.C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; | <b>Distinguish between text and visuals in informational text.</b> Differentiate between information provided by pictures and information provided by words in Grade 1 informational text.* |
|   | 1.10.E listen to and experience first- and third-person texts.  | <b>Identify point of view in literary text.</b> Identify who is telling the story in Grade 1 literary text.*  |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 2**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>                       | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| 2.2.B.i decoding words with short, long, or variant vowels, trigraphs, and blends;   | <b>Encode two-syllable words.</b> Encode regularly spelled two-syllable words with long vowel sounds formed by CVCe syllables, vowel team syllables, and vowel + /r/ sounds.*  |
| 2.2.B.i demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends;  | <b>Distinguish long and short vowels.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.<br><br><b>Decode regulary spelled one- and two-syllable words with common vowel teams.</b> Decode words with digraphs, diphthongs, and other vowel teams: <i>oo</i> ( <i>moon</i> ), <i>oo</i> ( <i>foot</i> ), <i>ie</i> ( <i>piece</i> ); <i>ou</i> ( <i>out</i> ), <i>ow</i> ( <i>cow</i> ), <i>oy</i> ( <i>boy</i> ), <i>oi</i> ( <i>oil</i> ); <i>ew</i> ( <i>blew</i> ), <i>ew</i> ( <i>few</i> ), <i>aw</i> ( <i>law</i> ), <i>au</i> ( <i>author</i> ), <i>ou</i> ( <i>young</i> ). |
| 2.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with silent letters such as knife and gnat;   | <b>Decode words with silent letters and other spellings.</b> Decode words with two-letter, one-sound combinations, such as <i>ph</i> , <i>kn</i> , <i>wr</i> .   |
| 2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | <b>Encode two-syllable words.</b> Encode regularly spelled two-syllable words with long vowel sounds formed by CVCe syllables, vowel team syllables, and vowel + /r/ sounds.*  |
| 2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . open syllables; VCe syllables; vowel teams, including digraphs and diphthongs . . .               | <b>Decode two-syllable words with long vowels.</b> Decode regularly spelled two-syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.   |
| 2.2.B.iv demonstrate and apply phonetic knowledge by: decoding . . . contractions . . .  | <b>Understand contractions.</b> Recognize contractions and match them to the words they represent.   |

\*This skill is related to the aligned standard


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 2 (continued)**

|  | <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>   | <b>Aligned Diagnostic Skills</b>   |
|---|--|--|
|   | 2.2.B.v decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;   | <b>Encode two-syllable words.</b> Encode two-syllable words with short vowel sounds, following the patterns VC/V, VCC/CV, and VC/CCV.*   |
|   | 2.2.B.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;  | <b>Decode two-syllable words with short vowels.</b> Decode two-syllable short vowel words following VC/CV, VCCCV, or VC/V patterns.  |
|   | 2.2.B.vi decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and  | <b>Encode words with affixes.</b> Encode two- and three-syllable words with common prefixes and suffixes.*   |
|   | 2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including . . . -es, -ed, [and] -ing . . .   | <b>Decode words with inflectional endings and spelling changes.</b> Decode words with common inflectional endings, such as -es, -ed, -ing, that include spelling changes.  |
|   | 2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and | <b>Decode two-syllable words with prefixes and suffixes.</b> Decode two-syllable words with common prefixes and suffixes.*   |
|   | 2.2.B.vii demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list;  | <p> <b>Recognize Grade 2 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>again, before, day, go, good, important, long, look, me, put, school, things, thought, too, used, work, years.</i> </p> <p> <b>Recognize Grade 2 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>always, another, any, around, came, come, different, great, house, off, once, place, right, same, should, small, under.</i> </p> |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 2 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Recognize Grade 2 high-frequency words in isolation.</b> Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>away, don't, every, find, help, here, might, old, own, part, think, those, three, went, world.</i></p> <p><b>Recognize Grade 2 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>again, before, day, go, good, important, long, look, me, put, school, things, thought, too, used, work, years.</i></p> <p><b>Recognize Grade 2 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>always, another, any, around, came, come, different, great, house, off, once, place, right, same, should, small, under.</i></p> <p><b>Recognize Grade 2 high-frequency words among other words.</b> Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>away, don't, every, find, help, here, might, old, own, part, think, those, three, went, world.</i></p> <p><b>Spell Grade 2 high-frequency words.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>after, back, because, called, did, down, each, even, get, just, know, little, much,</i></p> |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 2 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><i>must, now, our, such, through, water, where.*</i></p> <p><b>Spell Grade 2 high-frequency words.</b><br/>Spell high-frequency words, including common irregularly spelled words, such as <i>again, before, day, go, good, important, long, look, me, put, school, things, thought, too, used, work, years.*</i></p> <p><b>Spell Grade 2 high-frequency words.</b><br/>Spell high-frequency words, including common irregularly spelled words, such as <i>always, another, any, around, came, come, different, great, house, off, once, place, right, same, should, small, under.*</i></p> <p><b>Spell high-frequency words above Grade 2.</b> Spell high-frequency words, including common irregularly spelled words, such as <i>away, don't, every, find, help, here, might, old, own, part, think, those, three, went, world.*</i></p> |
| <p>2.3.B use context within . . . a sentence to determine the meaning of unfamiliar words;</p>   | <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 2 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 2 informational text, including academic and/or domain-specific words.</p>   |
| <p>2.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>  | <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 2 words used in</p>   |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>literary texts, grade-appropriate content areas, and other academic contexts.</p> <p><b>Understand word relationships.</b><br/>Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*</p>                         |
| <p>2.3.C identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/-tion/sion; and</p>                       | <p><b>Use prefixes, suffixes, and base words.</b><br/>Understand and use meaningful word parts, including prefixes (such as, but not limited to, <i>un-</i>, <i>re-</i>, <i>pre-</i>); suffixes (such as, but not limited to, <i>-tion</i>, <i>-sion</i>, <i>-ion</i>, <i>-or/er</i>, <i>-ful</i>, <i>-less</i>); and base words. Identify compound words and their meanings.</p> |
| <p>2.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>  | <p><b>Understand word relationships.</b><br/>Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, multiple-meaning words, and shades of meaning.*</p>  |
| <p>2.6.E make connections to . . . ideas in other texts . . .</p>  | <p><b>Compare story elements in two literary texts.</b> Compare versions of the same story presented in two Grade 2 literary texts.</p> <p><b>Compare important points in two informational texts.</b> Compare the most important points in two Grade 2 informational texts on the same topic.</p>  |
| <p>2.6.F make inferences and use evidence to support understanding;</p>  | <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 2 literary text.</p>   |



*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 2 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 2 informational text.</p>   |
| <p>2.6.G evaluate details read to determine key ideas;</p>   | <p><b>Determine main idea and key details in informational text.</b> Determine the topic, the main idea, and key details in Grade 2 informational text. Determine the focus of specific paragraphs within the text.</p> <p><b>Answer questions about key ideas and details in literary text.</b> Answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in Grade 2 literary text.</p> <p><b>Answer questions about key ideas and details in informational text.</b> Answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in Grade 2 informational text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 2 literary text.*</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 2 informational text.*</p> <p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 2 literary text.*</p> <p><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-</p> |

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 2 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>effect relationships in Grade 2 informational text.*</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 2 literary text.*</p> <p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 2 informational text.*</p>   |
| <p>2.6.H synthesize information to create new understanding; and</p>   | <p><b>Connect text and visuals in informational text.</b> Describe how images contribute to and clarify Grade 2 informational text.</p>   |
| <p>2.7.C use text evidence to support an appropriate response;</p>   | <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 2 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 2 informational text.</p> <p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 2 literary text.</p> <p><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-effect relationships in Grade 2 informational text.</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 2 literary text.</p> |


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 2 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 2 informational text.</p> <p><b>Answer questions about key ideas and details in literary text.</b> Answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in Grade 2 literary text.</p> <p><b>Answer questions about key ideas and details in informational text.</b> Answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in Grade 2 informational text.</p> |
| <p>2.7.D retell and paraphrase texts in ways that maintain meaning and logical order;</p>  | <p><b>Retell informational text.</b> Retell and/or summarize the most important ideas and details in Grade 2 informational text.</p> <p><b>Retell literary text.</b> Retell and/or summarize a story, poem, or other Grade 2 literary text.</p> <p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 2 informational text.*</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 2 literary text.*</p>   |
| <p>2.7.F respond using newly acquired vocabulary as appropriate.</p>   | <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 2 informational text, including academic and/or domain-specific words.*</p>  |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 2 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 2 literary text, including academic and/or domain-specific words.*  |
| 2.8.A . . . determine theme using text evidence . . .  | <b>Determine the message, lesson, or moral in literary text.</b> Determine the central message, lesson, or moral in Grade 2 literary text.   |
| 2.8.B describe the main character's (characters') internal and external traits;  | <b>Describe characters in literary text.</b> Describe how characters in a story respond to major events and challenges in Grade 2 literary text.   |
| 2.8.C describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and                      | <b>Describe plot elements in literary text.</b> Identify or describe the major events, the problem, and the resolution in Grade 2 literary text, using key details.<br><br><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 2 literary text.* |
| 2.8.D describe the importance of the setting.  | <b>Describe settings in literary text.</b> Identify or describe the setting, using key details in Grade 2 literary text.   |
| 2.9.D.i recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance;                         | <b>Determine main idea and key details in informational text.</b> Determine the topic, the main idea, and key details in Grade 2 informational text. Determine the focus of specific paragraphs within the text.   |
| 2.9.D.ii recognize characteristics and structures of informational text, including: features and graphics to locate and gain information; and                              | <b>Use text features in informational text.</b> Use captions, bold print, headings, glossaries, indexes, or other text features to locate key facts or information in Grade 2 informational text.  |
| 2.9.D.iii recognize characteristics and structures of informational text,  | <b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-  |

\*This skill is related to the aligned standard

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 2 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| including: organizational patterns such as chronological order and cause and effect stated explicitly;   | effect relationships in Grade 2 informational text.*<br><br><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 2 informational text.*  |
| 2.9.E.i recognize characteristics of persuasive text, including: stating what the author is trying to persuade the reader to think or do; and                              | <b>Identify author's purpose in informational text.</b> Identify the author's purpose in Grade 2 informational text.*  |
| 2.9.E.ii recognize characteristics of persuasive text, including: distinguishing facts from opinion; and   | <b>Identify fact and opinion in informational text.</b> Identify the author's opinion and distinguish between fact and opinion in Grade 2 informational text.  |
| 2.9.F recognize characteristics of multimodal and digital texts.   | <b>Connect text and visuals in literary text.</b> Use details from illustrations and from text to describe the characters, setting, or events in Grade 2 literary text.  |
| 2.10.A discuss the author's purpose for writing text;  | <b>Identify author's purpose in informational text.</b> Identify the author's purpose in Grade 2 informational text.   |
| 2.10.C discuss the author's use of print and graphic features to achieve specific purposes;  | <b>Connect text and visuals in informational text.</b> Describe how images contribute to and clarify Grade 2 informational text.   |
| 2.10.D discuss the use of . . . figurative language;   | <b>Identify figurative language in informational text.</b> Identify an author's use of figurative language, such as metaphors or similes, in Grade 2 informational text.<br><br><b>Identify figurative language in literary text.</b> Identify an author's use of figurative language, such as metaphors or similes, in Grade 2 literary text. |
| 2.10.D discuss the use of descriptive [and] literal . . . language;  | <b>Describe author's use of language in literary text.</b> Identify an author's use of   |

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 2 (continued)**

|  | <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|---|--|---|
|   |  | descriptive language and/or literary devices, such as rhyme or alliteration, in Grade 2 literary text. Describe how an author's language supplies rhythm and meaning in a text. |
|   | 2.10.E identify the use of first or third person in a text; and                          | <b>Identify point of view or perspective in literary text.</b> Identify the point of view or perspective of characters in Grade 2 literary text.*                               |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 3**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>                   | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| 3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . open syllables; . . . and final stable syllables [formed by a consonant preceding <i>le</i> ]; | <b>Decode multisyllabic words.</b> Decode multisyllabic words with an open syllable or a final stable syllable formed by a consonant preceding <i>le</i> .              |
| 3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with [a consonant cluster]. . .   | <b>Decode multisyllabic words.</b> Decode multisyllabic words with a consonant cluster.   |
| 3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with [a schwa sound;] closed syllables; . . . [and] r-controlled syllables [/ar/, /or/, /É#r/]; . . .     | <b>Decode multisyllabic words.</b> Decode multisyllabic words with a schwa sound, <i>r</i> -controlled syllables /ar/, /or/, /#r/, or closed syllables.                 |
| 3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with [a variant consonant sound, including soft <i>g</i> and soft <i>c</i> ] . . .                        | <b>Decode multisyllabic words.</b> Decode multisyllabic words with a variant consonant sound, including soft <i>g</i> and soft <i>c</i> .                               |
| 3.2.A.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes [with complex sound spellings].;   | <b>Decode words with roots and affixes.</b> Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with complex sound spellings.   |
| 3.2.A.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes [with irregular sound spellings].;   | <b>Decode words with roots and affixes.</b> Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with irregular sound spellings. |
| 3.2.A.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes [with regular sound spellings].;   | <b>Decode words with roots and affixes.</b> Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with regular sound spellings.   |
| 3.2.A.vi decoding words using knowledge of suffixes [with irregular sound spellings] . . .   | <b>Decode words with roots and affixes.</b> Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with irregular sound spellings. |
| 3.2.A.vi demonstrate and apply phonetic knowledge by: decoding words using   | <b>Decode words with roots and affixes.</b> Decode multisyllabic words with highly  |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 3 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| knowledge of suffixes [with complex sound spellings] . . .   | frequent morphemes (i.e., roots, prefixes, suffixes) with complex sound spellings.  |
| 3.2.A.vi demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes [with regular sound spellings] . . .                                      | <b>Decode words with roots and affixes.</b> Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with regular sound spellings.   |
| 3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . [complex] open syllables; . . .   | <b>Encode multisyllabic words.</b> Encode multisyllabic words with a complex open-syllable pattern.   |
| 3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; [and a schwa sound]   | <b>Encode multisyllabic words.</b> Encode multisyllabic words with a schwa sound or a closed syllable.  |
| 3.2.B.vi demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes [with complex sound spellings]; and                                       | <b>Encode words with roots and affixes.</b> Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with complex sound spellings.   |
| 3.2.B.vi demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes [with irregular sound spellings]; and                                     | <b>Encode words with roots and affixes.</b> Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with irregular sound spellings. |
| 3.2.B.vi demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes [with regular sound spellings]; and                                       | <b>Encode words with roots and affixes.</b> Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with regular sound spellings.   |
| 3.2.B.vii demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes [with complex sound spellings] . . .                                     | <b>Encode words with roots and affixes.</b> Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with complex sound spellings.   |
| 3.2.B.vii demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes [with irregular sound spellings] . . .                                   | <b>Encode words with roots and affixes.</b> Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with irregular sound spellings. |
| 3.2.B.vii demonstrate and apply spelling knowledge by: spelling words using  | <b>Encode words with roots and affixes.</b> Encode multisyllabic words with highly  |



***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 3 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| knowledge of suffixes [with regular sound spellings] . . .   | frequent morphemes (i.e., roots, prefixes, suffixes) with regular sound spellings.  |
| 3.3.B use context within . . . a sentence to determine the meaning of unfamiliar words . . .   | <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 3 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 3 informational text, including academic and/or domain-specific words.</p>   |
| 3.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words . . .  | <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 3 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p>   |
| 3.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;  | <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*</p>  |
| 3.3.C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and                                    | <p><b>Use prefixes, suffixes, word roots, and base words.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>in-</i>, <i>im-</i>, <i>en-</i>, <i>em-</i>, <i>non-</i>, <i>mid-</i>, <i>mis-</i>, <i>dis-</i>); suffixes (such as, but not limited to, <i>-ful</i>, <i>-less</i>, <i>-ness</i>, <i>-ment</i>, <i>-able</i>, <i>-ible</i>, <i>-ous</i>); word roots (such as, but not limited to, <i>bio</i>, <i>geo</i>); and base words to determine the meaning of words and phrases.</p> |
| 3.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.  | <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Identify real-life connections between</p>  |

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*  |
| 3.6.E make connections to . . . ideas in other texts . . .   | <p><b>Compare story elements and themes in two literary texts.</b> Compare the settings, plots, and themes of two Grade 3 literary texts that contain the same or similar characters.</p> <p><b>Compare important points and key details in two informational texts.</b> Compare the most important points and key details in two Grade 3 informational texts on the same topic.</p>   |
| 3.6.F make inferences and use evidence to support understanding;   | <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 3 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 3 informational text.</p>  |
| 3.6.G evaluate details read to determine key ideas;  | <p><b>Determine main idea and key details in informational text.</b> Determine the main idea in Grade 3 informational text and explain how it is supported by key details.</p> <p><b>Determine the theme, message, lesson, or moral in literary text.</b> Determine the theme, central message, lesson, or moral in Grade 3 literary text and identify how it is developed and conveyed through key details.</p> <p><b>Answer questions about key ideas and details in literary text.</b> Answer questions</p> |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p>to demonstrate understanding of key ideas and details in Grade 3 literary text, referring explicitly to the text as the basis for the answers.</p> <p><b>Answer questions about key ideas and details in informational text.</b> Answer questions to demonstrate understanding of key ideas and details in Grade 3 informational text, referring explicitly to the text as the basis for the answers.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 3 literary text.*</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 3 informational text.*</p> <p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 3 literary text.*</p> <p><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-effect relationships in Grade 3 informational text.*</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 3 literary text.*</p> <p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 3 informational text.*</p> |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 3 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| 3.6.H synthesize information to create new understanding; and  | <b>Connect text and visuals in informational text.</b> Use information from text and from visuals, such as maps and photographs, to demonstrate understanding of Grade 3 informational text.   |
| 3.7.C use text evidence to support an appropriate response;  | <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 3 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 3 informational text.</p> <p><b>Identify cause-and-effect relationships in literary text.</b> Identify cause-and-effect relationships in Grade 3 literary text.</p> <p><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-effect relationships in Grade 3 informational text.</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 3 literary text.</p> <p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 3 informational text.</p> <p><b>Answer questions about key ideas and details in literary text.</b> Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary text, referring explicitly to the text as the basis for the answers.</p> |

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 3 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p><b>Answer questions about key ideas and details in informational text.</b> Answer questions to demonstrate understanding of key ideas and details in Grade 3 informational text, referring explicitly to the text as the basis for the answers.</p>   |
| <p>3.7.D retell and paraphrase texts in ways that maintain meaning and logical order;</p>  | <p><b>Retell informational text.</b> Retell and/or summarize the main idea and key details of Grade 3 informational text.</p> <p><b>Retell literary text.</b> Retell and/or summarize a story, poem, or other Grade 3 literary text.</p> <p><b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 3 literary text.*</p> <p><b>Identify sequence of events in informational text.</b> Identify sequence of events in Grade 3 informational text.*</p> |
| <p>3.7.F respond using newly acquired vocabulary as appropriate; and</p>   | <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 3 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 3 literary text, including academic and/or domain-specific words.*</p>  |
| <p>3.8.A infer the theme of a work . . .</p>   | <p><b>Determine the theme, message, lesson, or moral in literary text.</b> Determine the theme, central message, lesson, or moral in Grade 3 literary text and identify how</p>  |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 3 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>         | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | it is developed and conveyed through key details.   |
| 3.8.B explain the relationships among the major and minor characters;  | <b>Compare and contrast within a literary text.</b> Compare or contrast key details about characters, settings, or events within a Grade 3 literary text.   |
| 3.8.C analyze . . . the sequence of events . . .   | <b>Identify sequence of events in literary text.</b> Identify sequence of events in Grade 3 literary text.  |
| 3.8.C analyze plot elements, including the sequence of events, the conflict, and the resolution; and   | <b>Describe plot elements in literary text.</b> Identify or describe plot elements, including main events, problem, and resolution, in Grade 3 literary text.   |
| 3.8.D explain the influence of the setting on the plot.  | <b>Describe settings in literary text.</b> Identify or describe the setting, including historical and cultural settings, in Grade 3 literary text. Explain how the setting influences characters or plot. |
| 3.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;  | <b>Determine main idea and key details in informational text.</b> Determine the main idea in Grade 3 informational text and explain how it is supported by key details.                                   |
| 3.9.D.ii recognize characteristics and structures of informational text, including: features such as . . . bullets, numbers, and bold . . . font to support understanding; and     | <b>Use text features in informational text.</b> Use headings, numbered or bulleted lists, bold print, sidebars, or other search tools to locate key facts or information in Grade 3 informational text.   |
| 3.9.D.ii recognize characteristics and structures of informational text, including: features such as sections, tables, graphs, [and] timelines . . . to support understanding; and | <b>Connect text and visuals in informational text.</b> Use information from text and from visuals, such as maps and photographs, to demonstrate understanding of Grade 3 informational text.              |
| 3.9.D.iii recognize characteristics and structures of informational text, including:   | <b>Analyze text structure in informational text.</b> Identify or describe the logical connection between particular sentences   |


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 3 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| organizational patterns such as cause and effect and problem and solution;   | and paragraphs in Grade 3 informational text, such as comparison, cause/effect, and sequence.<br><br><b>Identify cause-and-effect relationships in informational text.</b> Identify cause-and-effect relationships in Grade 3 informational text.*                      |
| 3.9.E.i recognize characteristics and structures of argumentative text by: identifying the claim;  | <b>Evaluate argument in informational text.</b> Explain how an author uses reasons and evidence to support particular points or claims in Grade 3 informational text.*  |
| 3.9.E.ii recognize characteristics and structures of argumentative text by: distinguishing facts from opinion; and   | <b>Distinguish fact and opinion in informational text.</b> Distinguish facts and opinions in Grade 3 informational text.  |
| 3.9.F recognize characteristics of multimodal and digital texts.   | <b>Connect text and visuals in literary text.</b> Analyze how details in illustrations help convey mood or emphasize aspects of a character or setting in Grade 3 literary text.  |
| 3.10.A explain the author's purpose and message within a text;   | <b>Identify author's point of view or purpose in informational text.</b> Identify the author's point of view or purpose, including how it is developed, in Grade 3 informational text. Distinguish the author's point of view from one's own point of view as a reader. |
| 3.10.B explain how the use of text structure contributes to the author's purpose;  | <b>Analyze text structure in informational text.</b> Identify or describe the logical connection between particular sentences and paragraphs in Grade 3 informational text, such as comparison, cause/effect, and sequence.*  |
| 3.10.C explain the author's use of print and graphic features to achieve specific purposes;  | <b>Connect text and visuals in informational text.</b> Use information from text and from visuals, such as maps and photographs,  |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 3 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | to demonstrate understanding of Grade 3 informational text.*  |
| 3.10.D describe how the author's use of imagery . . . achieves specific purposes;  | <p><b>Interpret author's use of language in informational text.</b> Interpret an author's choice of words in Grade 3 informational text. Identify how an author's words suggest feelings, paint a picture, or create a mood.</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's choice of words in Grade 3 literary text. Identify how an author's words suggest feelings, paint a picture, or create a mood.</p> |
| 3.10.D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;        | <p><b>Interpret figurative language in literary text.</b> Identify or interpret an author's use of figurative language, such as metaphors, similes, personification, or hyperbole, in Grade 3 literary text.*</p> <p><b>Interpret figurative language in informational text.</b> Identify or interpret an author's use of figurative language, such as metaphors, similes, personification, or hyperbole, in Grade 3 informational text.*</p>           |
| 3.10.E identify the use of literary devices, including first- or third-person point of view;   | <p><b>Identify point of view or perspective in literary text.</b> Identify the point of view or perspective of narrators or characters in Grade 3 literary text. Distinguish a narrator's or character's point of view or perspective from one's own point of view or perspective as a reader.*</p>   |



***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 4**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| <p>4.3.B use context . . . to determine the relevant meaning of unfamiliar words . . .</p>   | <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 4 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 4 informational text, including academic and/or domain-specific words.</p>                             |
| <p>4.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words . . .</p>  | <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 4 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p>   |
| <p>4.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>                                     | <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*</p>  |
| <p>4.3.C determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and</p>                      | <p><b>Use prefixes, suffixes, and word roots.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>il-, ir-, over-, under-, fore-, de-, trans-</i>); suffixes (such as, but not limited to, <i>-ant, -ent, -ance, -ence, -ive, -age</i>); and word roots (such as, but not limited to, <i>aud, port, spect, struct</i>) to determine the meaning of words and phrases.</p> |
| <p>4.3.D identify, use, and explain the meaning of homophones such as reign/rain.</p>  | <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative</p>  |

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 4 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | language, such as similes, metaphors, idioms, or adages.*   |
| 4.6.E make connections to . . . ideas in other texts . . .   | <p><b>Compare point of view in two informational texts.</b> Compare a firsthand and secondhand account of the same event or topic in two Grade 4 informational texts.</p> <p><b>Compare plot and theme in two literary texts.</b> Compare the treatment of similar themes and patterns of events in two Grade 4 literary texts.</p> <p><b>Compare point of view in two literary texts.</b> Compare the point of view from which two Grade 4 literary texts are narrated.</p>  |
| 4.6.F make inferences and use evidence to support understanding;   | <p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 4 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 4 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 4 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 4 informational text.</p> |

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 4 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| <p>4.6.G evaluate details read to determine key ideas;</p>   | <p><b>Determine main idea and supporting details in informational text.</b> Determine the main idea of a Grade 4 informational text and explain its relationship to supporting details.</p> <p><b>Determine theme in literary text.</b> Determine the theme, central message, or lesson in Grade 4 literary text and identify how it is developed and conveyed through specific details.</p>  |
| <p>4.6.H synthesize information to create new understanding; and</p>   | <p><b>Integrate information from two informational texts.</b> Integrate information from two Grade 4 informational texts on the same topic.</p>   |
| <p>4.7.C use text evidence to support an appropriate response;</p>   | <p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 4 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 4 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 4 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 4 informational text.</p> |


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 4 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| 4.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;  | <p><b>Summarize informational text.</b><br/>Summarize main idea and supporting details in Grade 4 informational text.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 4 literary text.</p>   |
| 4.7.F respond using newly acquired vocabulary as appropriate; and  | <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 4 literary text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 4 informational text, including academic and/or domain-specific words.*</p> |
| 4.8.A infer basic themes supported by text evidence;   | <p><b>Determine theme in literary text.</b><br/>Determine the theme, central message, or lesson in Grade 4 literary text and identify how it is developed and conveyed through specific details.</p>  |
| 4.8.B explain the interactions of the characters and the changes they undergo;   | <p><b>Analyze characters in literary text.</b><br/>Analyze characterization in Grade 4 literary text, drawing on specific details in the text, such as a character's thoughts, words, or actions.</p>   |
| 4.8.C analyze plot elements, including the rising action, climax, falling action, and resolution; and  | <p><b>Analyze plot elements in literary text.</b><br/>Identify and evaluate structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 4 literary text, drawing on specific details in the text.</p>  |
| 4.8.D explain the influence of the setting, including historical and cultural settings, on the plot.   | <p><b>Analyze settings in literary text.</b> Identify or describe the setting, including historical and cultural settings, and the influence the</p>  |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 4 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | setting has on the plot in Grade 4 literary text.   |
| 4.9.B explain figurative language such as simile, metaphor, and personification that the poet uses to create images;   | <p><b>Interpret figurative language in literary text.</b> Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.*</p> <p><b>Interpret figurative language in informational text.</b> Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, in Grade 4 informational text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's choice of words in Grade 4 literary text. Identify how an author's words suggest feelings, paint a picture, or create a mood.*</p> |
| 4.9.C explain structure in drama such as character tags, acts, scenes, and stage directions;   | <p><b>Describe and compare structural elements of literary texts.</b> Describe the structural elements of Grade 4 poems and dramas, and the relationship between structural elements and meaning, using terms such as verse, rhythm, meter; cast of characters, dialogue, stage directions. Explain major differences between structural elements of poems, drama, and prose.*</p>  |
| 4.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;  | <p><b>Determine main idea and supporting details in informational text.</b> Determine the main idea of a Grade 4 informational text and explain its relationship to supporting details.</p>   |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 4 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| 4.9.D.ii recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding; and       | <b>Interpret text features and other visuals in informational text.</b> Analyze how text features, pictures, multimedia elements, or other visuals contribute to an understanding of Grade 4 informational text.   |
| 4.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast;                                 | <b>Analyze text structure in informational text.</b> Identify or describe the text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 4 informational text or part of a text.  |
| 4.9.E.i recognize characteristics and structures of argumentative text by: identifying the claim;  | <b>Evaluate argument in informational text.</b> Explain how an author uses reasons and evidence to support particular points or claims in Grade 4 informational text.*   |
| 4.9.E.ii recognize characteristics and structures of argumentative text by: explaining how the author has used facts for an argument; and                                  | <b>Evaluate argument in informational text.</b> Explain how an author uses reasons and evidence to support particular points or claims in Grade 4 informational text.  |
| 4.9.F recognize characteristics of multimodal and digital texts.   | <b>Compare literary text to multimedia presentations of the text.</b> Make connections between a Grade 4 literary text and a visual or oral presentation of the text, analyzing where each version reflects specific descriptions or directions in the text.<br><br><b>Interpret text features and other visuals in informational text.</b> Analyze how text features, pictures, multimedia elements, or other visuals contribute to an understanding of Grade 4 informational text. |
| 4.10.A explain the author's purpose and message within a text;   | <b>Identify author's purpose or perspective in informational text.</b> Determine an author's purpose or perspective in Grade 4 informational text.   |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 4 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| <p>4.10.B explain how the use of text structure contributes to the author's purpose;</p>   | <p><b>Analyze text structure in informational text.</b> Identify or describe the text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 4 informational text or part of a text.*</p> <p><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 4 literary text, drawing on specific details in the text.*</p> <p><b>Describe and compare structural elements of literary texts.</b> Describe the structural elements of Grade 4 poems and dramas, and the relationship between structural elements and meaning, using terms such as verse, rhythm, meter; cast of characters, dialogue, stage directions. Explain major differences between structural elements of poems, drama, and prose.*</p> |
| <p>4.10.C analyze the author's use of print and graphic features to achieve specific purposes;</p>   | <p><b>Interpret text features and other visuals in informational text.</b> Analyze how text features, pictures, multimedia elements, or other visuals contribute to an understanding of Grade 4 informational text.</p>  |
| <p>4.10.D describe . . . the author's use of . . . figurative language such as simile and metaphor . . .</p>   | <p><b>Interpret figurative language in informational text.</b> Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, in Grade 4 informational text.</p>  |
| <p>4.10.D describe . . . the author's use of . . . figurative language such as simile and</p>  | <p><b>Interpret figurative language in literary text.</b> Identify or interpret an author's use</p>  |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 4 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| metaphor, and sound devices such as alliteration and assonance . . .   | of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.   |
| 4.10.D describe how the author's use of imagery . . . achieves specific purposes;  | <p><b>Interpret author's use of language in informational text.</b> Interpret an author's choice of words in Grade 4 informational text. Identify how an author's words suggest feelings, paint a picture, or create a mood.</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's choice of words in Grade 4 literary text. Identify how an author's words suggest feelings, paint a picture, or create a mood.</p> |
| 4.10.E identify and understand the use of literary devices, including first- or third-person point of view;  | <p><b>Identify narrator's point of view or perspective in literary text.</b> Identify and interpret a narrator's or speaker's point of view or perspective in Grade 4 literary text. Distinguish between first-person and third-person narration.</p>   |



***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 5**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| 5.3.B use context . . . to determine the relevant meaning of unfamiliar words . . .  | <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 5 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 5 informational text, including academic and/or domain-specific words.</p>  |
| 5.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words . . .   | <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 5 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p>  |
| 5.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;  | <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p>   |
| 5.3.C identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and                                      | <p><b>Use prefixes, suffixes, and word roots.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>inter-</i>, <i>semi-</i>, <i>anti-</i>, <i>multi-</i>); suffixes (such as, but not limited to, <i>-al</i>, <i>-ial</i>, <i>-ious</i>, <i>-eous</i>, <i>-an</i>, <i>-ian</i>, <i>-ity</i>); and word roots (such as, but not limited to, <i>ped</i>, <i>phon</i>, <i>dict</i>, <i>scrib/script</i>, <i>meter/metr</i>, <i>mit/mis</i>) to determine the meaning of words and phrases.</p> |
| 5.3.D identify, use, and explain the meaning of adages and puns.   | <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p>   |

\*This skill is related to the aligned standard


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 5 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| <p>5.6.E make connections to . . . ideas in other texts . . .</p>  | <p><b>Compare point of view in two informational texts.</b> Compare two Grade 5 informational texts (e.g., primary and secondary sources, similar/different accounts of the same event or topic), including the point of view each account represents.</p> <p><b>Compare topic and theme in two literary texts.</b> Compare the approaches to similar topics and themes in two Grade 5 literary texts of the same genre.</p> <p><b>Compare text structure in two informational texts.</b> Compare the overall structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, or concepts in two Grade 5 informational texts.</p> |
| <p>5.6.F make inferences and use evidence to support understanding;</p>  | <p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 5 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 5 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 5 literary text.</p>  |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 5 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 5 informational text.   |
| 5.6.G evaluate details read to determine key ideas;  | <b>Determine main idea and supporting details in informational text.</b> Determine the main idea or multiple main ideas of a Grade 5 informational text and analyze the relationship to supporting details.<br><br><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 5 literary text and identify how each is developed and conveyed through particular details.   |
| 5.6.H synthesize information to create new understanding; and  | <b>Integrate information from multiple texts.</b> Integrate information from two or more Grade 5 informational texts on the same topic.  |
| 5.7.C use text evidence to support an appropriate response;  | <b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 5 literary text to explain what the text says explicitly or to support inferences made about the text.<br><br><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 5 informational text to explain what the text says explicitly or to support inferences made about the text.<br><br><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 5 literary text. |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 5 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 5 informational text.   |
| 5.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;  | <b>Summarize literary text.</b> Summarize a story, poem, or other Grade 5 literary text.<br><br><b>Summarize informational text.</b> Summarize main idea and supporting details in Grade 5 informational text.   |
| 5.7.F respond using newly acquired vocabulary as appropriate; and  | <b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 5 literary text, including academic and/or domain-specific words.*<br><br><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 5 informational text, including academic and/or domain-specific words.* |
| 5.8.A infer multiple themes within a text using text evidence;   | <b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 5 literary text and identify how each is developed and conveyed through particular details.  |
| 5.8.B analyze the relationships of and conflicts among the characters;   | <b>Analyze characters in literary text.</b> Analyze characterization in Grade 5 literary text, including how characters change, respond to challenges, and influence plot development.*  |
| 5.8.C analyze plot elements, including rising action, climax, falling action, and resolution; and  | <b>Analyze plot elements in literary text.</b> Identify structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 5 literary text, and analyze how they contribute to the overall plot.   |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 5 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Analyze characters in literary text.</b> Analyze characterization in Grade 5 literary text, including how characters change, respond to challenges, and influence plot development.*</p>  |
| <p>5.8.D analyze the influence of the setting, including historical and cultural settings, on the plot.</p>  | <p><b>Analyze settings in literary text.</b> Identify or describe the setting, including historical and cultural settings, and the influence the setting has on plot development in Grade 5 literary text.</p>  |
| <p>5.9.B explain the use of . . . figurative language . . .</p>  | <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text.</p> |
| <p>5.9.B explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;</p>          | <p><b>Identify narrator's point of view or perspective in literary text.</b> Identify how a narrator's or speaker's point of view or perspective influences how events are described in Grade 5 literary text.*</p>   |
| <p>5.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;</p>                                       | <p><b>Determine main idea and supporting details in informational text.</b> Determine the main idea or multiple main ideas of a Grade 5 informational text and analyze the relationship to supporting details.</p>  |
| <p>5.9.D.iii recognize characteristics and structures of informational text, including:</p>  | <p><b>Analyze text structure in informational text.</b> Analyze the overall text structure (e.g., sequence, compare/contrast, cause/</p>  |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 5 (continued)**

|  | <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>   | <b>Aligned Diagnostic Skills</b>   |
|---|--|--|
|   | organizational patterns such as logical order and order of importance;   | effect, problem/solution) that an author uses to organize a Grade 5 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.   |
|   | 5.9.E.i recognize characteristics and structures of argumentative text by: identifying the claim;  | <b>Evaluate argument in informational text.</b> Explain how an author uses reasons and evidence to support particular points or claims, and track the development of an argument, in Grade 5 informational text, identifying which reasons and evidence support which point or claim.*                   |
|   | 5.9.E.ii recognize characteristics and structures of argumentative text by: explaining how the author has used facts for or against an argument; and | <b>Evaluate argument in informational text.</b> Explain how an author uses reasons and evidence to support particular points or claims, and track the development of an argument, in Grade 5 informational text, identifying which reasons and evidence support which point or claim.                    |
|   | 5.9.F recognize characteristics of multimodal and digital texts.   | <b>Connect literary text and multimedia elements.</b> Analyze how audio, video, or other artistic elements contribute to the meaning or tone of a Grade 5 literary text.   |
|   | 5.10.A explain the author's purpose and message within a text;   | <b>Identify author's purpose or perspective in informational text.</b> Determine an author's purpose or perspective in Grade 5 informational text.   |
|   | 5.10.B analyze how the use of text structure contributes to the author's purpose;  | <b>Analyze text structure in informational text.</b> Analyze the overall text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 5 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 5 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p>structure and contributes to the development of ideas.*</p> <p><b>Analyze plot elements in literary text.</b> Identify structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 5 literary text, and analyze how they contribute to the overall plot.*</p>  |
| <p>5.10.D describe how the author's use of . . . figurative language such as simile and metaphor . . . achieves specific purposes;</p>                                     | <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text.</p>              |
| <p>5.10.E identify and understand the use of literary devices, including first- or third-person point of view;</p>   | <p><b>Identify narrator's point of view or perspective in literary text.</b> Identify how a narrator's or speaker's point of view or perspective influences how events are described in Grade 5 literary text.</p>   |
| <p>5.10.F examine how the author's use of language contributes to voice; and</p>   | <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 5 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 5 literary text. Interpret the impact of</p> |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 5 (continued)**

|  | <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>                                    |
|---|--|---|
|   |  | an author's specific word choice on mood or tone in literary text.* |



***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 6**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>        | <b>Aligned Diagnostic Skills</b>  |
|---|---|
| <p>6.2.B use context . . . to clarify the meaning of words; and</p>   | <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 6 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 6 informational text, including academic and/or domain-specific words.</p>   |
| <p>6.2.B use context such as definition, analogy, and examples to clarify the meaning of words; and</p>   | <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 6 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p> <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or personification.*</p>  |
| <p>6.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.</p> | <p><b>Use prefixes, suffixes, and word roots.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>sub-</i>, <i>super-</i>, <i>auto-</i>, <i>ad-</i>, <i>co-</i>, <i>com-</i>); suffixes (such as, but not limited to, <i>-ship</i>, <i>-ern</i>, <i>-ary</i>, <i>-ist</i>, <i>-ish</i>); and word roots (such as, but not limited to, <i>min</i>, <i>graph</i>, <i>photo</i>, <i>bene</i>, <i>vac</i>, <i>jur/jus</i>) to determine the meaning of words and phrases.</p> |
| <p>6.5.E make connections to . . . ideas in other texts . . .</p>   | <p><b>Compare topic and theme in two literary texts.</b> Compare the approaches to similar topics and themes in two Grade 6 literary texts of different genres.</p>   |

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 6 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Compare the presentation of information in two informational texts.</b> Compare the presentation of ideas, events, or author's purpose in two Grade 6 informational texts on the same topic.</p>  |
| <p>6.5.F make inferences and use evidence to support understanding;</p>  | <p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 6 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 6 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 6 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 6 informational text.</p> |
| <p>6.5.G evaluate details read to determine key ideas;</p>   | <p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea of a Grade 6 informational text and how it is developed and conveyed through particular details.</p> <p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 6 literary text and identify how each is developed and conveyed through particular details.</p>   |

*\*This skill is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 6 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| 6.5.H synthesize information to create new understanding; and  | <b>Integrate information from multiple informational sources.</b> Analyze Grade 6 informational text and integrate quantitative or technical data from other media or formats to understand key facts or information about a topic.   |
| 6.6.C use text evidence to support an appropriate response;  | <p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 6 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 6 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 6 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 6 informational text.</p> |
| 6.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;  | <p><b>Summarize informational text.</b> Summarize Grade 6 informational text, identifying the central idea and the supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 6 literary text.</p>  |
| 6.6.F respond using newly acquired vocabulary as appropriate;  | <b>Determine word meaning in informational text.</b> Understand the   |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 6 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>meaning of words and phrases in Grade 6 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 6 literary text, including academic and/or domain-specific words.*</p>   |
| <p>6.6.G discuss and write about the explicit or implicit meanings of text;</p>  | <p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 6 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 6 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 6 literary text.*</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 6 informational text.*</p> |
| <p>6.7.A infer multiple themes . . . across texts using text evidence;</p>   | <p><b>Compare topic and theme in two literary texts.</b> Compare the approaches to similar topics and themes in two Grade 6 literary texts of different genres.</p>   |
| <p>6.7.A infer multiple themes within . . . texts using text evidence;</p>   | <p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 6 literary text and identify how</p>   |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 6 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>           | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | each is developed and conveyed through particular details.  |
| 6.7.B analyze how the characters' internal and external responses develop the plot;  | <b>Analyze characters in literary text.</b> Analyze characterization in Grade 6 literary text, including how characters respond, interact, or change as the plot moves toward a resolution.   |
| 6.7.C analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback; and  | <b>Analyze plot elements in literary text.</b> Identify and analyze how a particular plot in Grade 6 literary text unfolds in a series of episodes around a problem, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.             |
| 6.7.D analyze how the setting, including historical and cultural settings, influences character and plot development.  | <b>Analyze settings in literary text.</b> Analyze how the setting, including historical and cultural settings, influences character and plot development in Grade 6 literary text.  |
| 6.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;                                   | <b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea of a Grade 6 informational text and how it is developed and conveyed through particular details.   |
| 6.8.D.iii analyze characteristics and structural elements of informational text, including: organizational patterns such as definition, classification, advantage, and disadvantage; | <b>Analyze text structure in informational text.</b> Analyze the overall text structure an author uses to organize a Grade 6 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas. |
| 6.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim;  | <b>Evaluate argument in informational text.</b> Analyze how an author develops an argument using reasons and evidence to support specific claims in Grade 6 informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.*             |

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 6 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| 6.8.E.ii analyze characteristics and structures of argumentative text by: explaining how the author uses various types of evidence to support the argument;                | <b>Evaluate argument in informational text.</b> Analyze how an author develops an argument using reasons and evidence to support specific claims in Grade 6 informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.   |
| 6.8.F analyze characteristics of multimodal and digital texts.   | <b>Compare literary text to multimedia presentations of the text.</b> Compare the experience of reading a Grade 6 literary text to listening to or viewing an audio or video presentation of the text.   |
| 6.9.A explain the author's purpose and message within a text;  | <b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 6 informational text and explain how it is conveyed in the text.  |
| 6.9.B analyze how the use of text structure contributes to the author's purpose;   | <b>Analyze text structure in informational text.</b> Analyze the overall text structure an author uses to organize a Grade 6 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*<br><br><b>Analyze plot elements in literary text.</b> Identify and analyze how a particular plot in Grade 6 literary text unfolds in a series of episodes around a problem, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.* |
| 6.9.C analyze the author's use of print and graphic features to achieve specific purposes;   | <b>Integrate information from multiple informational sources.</b> Analyze Grade 6 informational text and integrate quantitative or technical data from other media   |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 6 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | or formats to understand key facts or information about a topic.*  |
| 6.9.D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;  | <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 6 literary text and how it contributes to the meaning and tone of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 6 informational text and how it contributes to the meaning and tone of the text.</p>  |
| 6.9.E identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;   | <p><b>Identify narrator's point of view in literary text.</b> Identify how an author develops the point of view of a narrator, speaker, or character, including the influence of multiple narrators and shifts in point of view, in Grade 6 literary text.*</p>  |
| 6.9.F analyze how the author's use of language contributes to mood and voice; and  | <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 6 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 6 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.*</p> |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 7**


|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>             | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| <p>7.2.B use context . . . to clarify the meaning of words; and</p>  | <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 7 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 7 informational text, including academic and/or domain-specific words.</p>   |
| <p>7.2.B use context such as contrast or cause and effect to clarify the meaning of words; and</p>   | <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 7 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p> <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or allusions.*</p>  |
| <p>7.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.</p> | <p><b>Use prefixes, suffixes, and word roots.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>circum-</i>, <i>counter-</i>, <i>hemi-</i>, <i>poly-</i>, <i>ultra-</i>); suffixes (such as, but not limited to, <i>-ic</i>, <i>-cracy</i>, <i>-ide</i>, <i>-hood</i>, <i>-ure</i>); and word roots (such as, but not limited to, <i>log/logue</i>, <i>gen</i>, <i>vid/vis</i>, <i>phil</i>, <i>sens/sent</i>) to determine the meaning of words and phrases.</p> |
| <p>7.5.E make connections to . . . ideas in other texts . . .</p>  | <p><b>Compare the presentation of information in two informational texts.</b> Compare how two authors writing about the same topic emphasize different evidence or advance different interpretations of facts to shape</p>  |

\*This skill is related to the aligned standard




*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 7 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>their presentations in Grade 7 informational text.</p> <p><b>Compare fictional portrayals to historical accounts of the same topic.</b> Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>  |
| <p>7.5.F make inferences and use evidence to support understanding;</p>  | <p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 7 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 7 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 7 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 7 informational text.</p> |
| <p>7.5.G evaluate details read to determine key ideas;</p>   | <p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea or multiple main ideas of a Grade 7 informational text, including the development and relationship to supporting details.</p>   |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 7 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Determine theme in literary text.</b><br/>Determine the theme(s) or central idea(s) in Grade 7 literary text and analyze their development and relationship to the characters, setting, and plot.</p>   |
| <p>7.5.H synthesize information to create new understanding; and</p>   | <p><b>Compare fictional portrayals to historical accounts of the same topic.</b> Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>  |
| <p>7.6.C use text evidence to support an appropriate response;</p>   | <p><b>Cite textual evidence in literary text.</b><br/>Identify facts and details or cite explicit statements from Grade 7 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 7 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 7 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 7 informational text.</p> |
| <p>7.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;</p>   | <p><b>Summarize informational text.</b><br/>Summarize Grade 7 informational text,</p>   |

*\*This skill is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 7 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>identifying the central idea and the supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 7 literary text.</p>   |
| <p>7.6.F respond using newly acquired vocabulary as appropriate;</p>   | <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 7 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 7 literary text, including academic and/or domain-specific words.*</p>   |
| <p>7.6.G discuss and write about the explicit or implicit meanings of text;</p>  | <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 7 informational text.*</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 7 literary text.*</p> <p><b>Cite textual evidence in informational text.</b> Identify facts and details or cite explicit statements from Grade 7 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in literary text.</b> Identify facts and details or cite explicit statements from Grade 7 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 7 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| 7.7.A infer multiple themes within . . . texts using text evidence;  | <b>Determine theme in literary text.</b><br>Determine the theme(s) or central idea(s) in Grade 7 literary text and analyze their development and relationship to the characters, setting, and plot.   |
| 7.7.B analyze how characters' qualities influence events and resolution of the conflict;   | <b>Analyze characters in literary text.</b><br>Analyze characterization and motivation in Grade 7 literary text through the narrator's description and/or the thoughts, words, and actions of the characters.<br><br><b>Interpret relationships among story elements in literary text.</b> Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text. |
| 7.7.C analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and   | <b>Interpret relationships among story elements in literary text.</b> Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text.*   |
| 7.7.D analyze how the setting influences character and plot development.   | <b>Interpret relationships among story elements in literary text.</b> Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text.  |
| 7.8.B analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;                  | <b>Analyze structure of drama and poetry.</b><br>Analyze how the form or structure of a Grade 7 drama or poem contributes to its style or overall meaning.*   |

*\*This skill is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 7 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>                        | <b>Aligned Diagnostic Skills</b>   |
|---|--|
|   | <b>Analyze literary devices in literary text.</b><br>Analyze how rhymes and other repetitions of sounds, such as alliteration, have an impact on specific verses or stanzas of a Grade 7 poem or on sections of a Grade 7 story or drama.*   |
| 7.8.C analyze how playwrights develop characters through dialogue and staging;  | <b>Analyze structure of drama and poetry.</b><br>Analyze how the form or structure of a Grade 7 drama or poem contributes to its style or overall meaning.*  |
| 7.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;  | <b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea or multiple main ideas of a Grade 7 informational text, including the development and relationship to supporting details.   |
| 7.8.D.iii analyze characteristics and structural elements of informational text, including: organizational patterns that support multiple topics, categories, and subcategories;                  | <b>Analyze text structure in informational text.</b> Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or text features contribute to the development of ideas or convey the author's purpose.* |
| 7.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim;   | <b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 7 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims.                          |
| 7.8.E.ii analyze characteristics and structures of argumentative text by: explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and | <b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 7 informational text. Assess whether the reasoning and the evidence are   |


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 7 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | sufficient to support the argument and/or any specific claims.*   |
| 7.8.F analyze characteristics of multimodal and digital texts.   | <p><b>Compare literary text to multimedia presentations of the text.</b> Compare a Grade 7 literary text to an audio, video, or other artistic presentation of the text, analyzing the effects of techniques that are unique to each medium.</p> <p><b>Compare informational text to multimedia presentations of the text.</b> Compare a Grade 7 informational text to an audio, video, or other artistic presentation of the text, analyzing each medium's portrayal of the subject.</p> |
| 7.9.A explain the author's purpose and message within a text;  | <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 7 informational text. Analyze how the author distinguishes his or her position from that of others.</p>   |
| 7.9.B analyze how the use of text structure contributes to the author's purpose;   | <p><b>Analyze text structure in informational text.</b> Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or text features contribute to the development of ideas or convey the author's purpose.</p>  |
| 7.9.C analyze the author's use of print and graphic features to achieve specific purposes;   | <p><b>Analyze text structure in informational text.</b> Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or text features contribute to the development of ideas or convey the author's purpose.*</p>   |


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 7 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| <p>7.9.D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;</p>   | <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 7 literary text and how it contributes to the meaning and tone of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 7 informational text and how it contributes to the meaning and tone of the text.</p>  |
| <p>7.9.E identify the use of literary devices, including subjective and objective point of view;</p>   | <p><b>Analyze point of view in literary text.</b> Analyze how an author contrasts different points of view in Grade 7 literary text (such as a narrator and characters or the audience and the reader; unreliable narrators; shifts in point of view; first-person and third-person point of view; limited and omniscient point of view).*</p>   |
| <p>7.9.F analyze how the author's use of language contributes to mood, voice, and tone; and</p>  | <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.*</p> |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 8**


|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| <p>8.2.B use context . . . to clarify the meaning of unfamiliar . . . words; and</p>   | <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 8 literary text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 8 informational text, including academic and/or domain-specific words.</p>  |
| <p>8.2.B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and</p>   | <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 8 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p> <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, puns, or irony.*</p>                                     |
| <p>8.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.</p>          | <p><b>Use prefixes, suffixes, and word roots.</b> Use common, grade-appropriate prefixes (such as, but not limited to, <i>a-</i>, <i>ab-</i>, <i>ante-</i>, <i>eu-</i>, <i>hyper-</i>, <i>peri-</i>, <i>sym-</i>); suffixes (such as, but not limited to, <i>-ite</i>, <i>-logy</i>, <i>-ify</i>, <i>-ancy</i>); and word roots (such as, but not limited to, <i>ast</i>, <i>qui</i>, <i>path</i>, <i>mand/mend</i>, <i>duc/duct</i>) to determine the meaning of words and phrases.</p> |
| <p>8.5.E make connections to . . . ideas in other texts . . .</p>  | <p><b>Compare structure of two literary texts.</b> Compare the structure of two Grade 8 literary texts and analyze how the differing structure of each text contributes to its overall meaning or style.</p>   |

\*This skill is related to the aligned standard




*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 8 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| <p>8.5.F make inferences and use evidence to support understanding;</p>  | <p><b>Cite textual evidence in literary text.</b><br/>Cite several pieces of textual evidence that strongly support analysis of Grade 8 literary text.</p> <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence that strongly support analysis of Grade 8 informational text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 8 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 8 informational text.</p> |
| <p>8.5.G evaluate details read to determine key ideas;</p>   | <p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea of a Grade 8 informational text, including its development and relationship to supporting details.</p> <p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 8 literary text and analyze their development and relationship to the characters, setting, and plot.</p>  |
| <p>8.5.H synthesize information to create new understanding; and</p>   | <p><b>Analyze literary allusions.</b> Analyze how a modern author draws on character types, patterns of events, or themes from myths, traditional stories, or religious works in one or more Grade 8 literary texts.</p>  |
| <p>8.6.C use text evidence to support an appropriate response;</p>   | <p><b>Cite textual evidence in literary text.</b><br/>Cite several pieces of textual evidence that</p>  |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 8 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>strongly support analysis of Grade 8 literary text.</p> <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence that strongly support analysis of Grade 8 informational text.</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 8 literary text.</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 8 informational text.</p> |
| <p>8.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;</p>   | <p><b>Summarize informational text.</b> Summarize Grade 8 informational text, identifying the central idea and the supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 8 literary text.</p>  |
| <p>8.6.F respond using newly acquired vocabulary as appropriate;</p>   | <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 8 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 8 literary text, including academic and/or domain-specific words.*</p>   |
| <p>8.6.G discuss and write about the explicit or implicit meanings of text;</p>  | <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence that</p>  |

*\*This skill is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 8 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>strongly support analysis of Grade 8 literary text.*</p> <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence that strongly support analysis of Grade 8 informational text.*</p> <p><b>Make inferences based on textual evidence in literary text.</b> Draw conclusions or make inferences in Grade 8 literary text.*</p> <p><b>Make inferences based on textual evidence in informational text.</b> Draw conclusions or make inferences in Grade 8 informational text.*</p> |
| <p>8.6.J defend or challenge the authors' claims using relevant text evidence.</p>   | <p><b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 8 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims. Identify irrelevant evidence.*</p>   |
| <p>8.7.A analyze how themes are developed through the interaction of characters and events;</p>  | <p><b>Determine theme in literary text.</b> Determine the theme(s) or central idea(s) in Grade 8 literary text and analyze their development and relationship to the characters, setting, and plot.</p>   |
| <p>8.7.B analyze how characters' motivations and behaviors influence events and resolution of the conflict;</p>  | <p><b>Analyze characters in literary text.</b> Analyze characterization and motivation in Grade 8 literary text. Evaluate how particular lines of dialogue or incidents in the plot propel the action, reveal aspects of a character, or provoke a decision.</p>  |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 8 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| 8.7.C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and         | <b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, or climax, in Grade 8 literary text.   |
| 8.7.D explain how the setting influences the values and beliefs of characters.   | <b>Analyze settings in literary text.</b> Analyze the setting, including historical and cultural settings, and how the setting influences the plot and the values or beliefs of characters in Grade 8 literary text.  |
| 8.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;                         | <b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea of a Grade 8 informational text, including its development and relationship to supporting details.   |
| 8.8.D.iii analyze characteristics and structural elements of informational text, including: multiple organizational patterns within a text to develop the thesis;          | <b>Analyze text structure in informational text.</b> Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.*   |
| 8.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim and analyzing the argument;   | <b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 8 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims. Identify irrelevant evidence. |
| 8.8.F analyze characteristics of multimodal and digital texts.   | <b>Compare literary text to multimedia presentations of the text.</b> Compare a Grade 8 literary text to an audio or video presentation of the text, analyzing the extent to which the multimedia version follows or departs from the text.   |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 8 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <b>Compare informational text to multimedia presentations that present the same topic.</b> Evaluate the advantages and disadvantages of using different mediums, such as text, audio, video, and/or other artistic works, to present information about a particular Grade 8 topic or idea.   |
| 8.9.A explain the author's purpose and message within a text;  | <b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 8 informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  |
| 8.9.B analyze how the use of text structure contributes to the author's purpose;   | <b>Analyze text structure in informational text.</b> Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.<br><br><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, or climax, in Grade 8 literary text.* |
| 8.9.C analyze the author's use of print and graphic features to achieve specific purposes;   | <b>Analyze text structure in informational text.</b> Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.*  |
| 8.9.D describe how the author's use of figurative language . . . achieves specific purposes;   | <b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade  |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 8 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p>8 literary text and how it contributes to the meaning of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 8 informational text and how it contributes to the meaning of the text.</p>  |
| <p>8.9.E identify and analyze the use of literary devices, including multiple points of view and irony;</p>  | <p><b>Analyze point of view or perspective in literary text.</b> Analyze how an author contrasts points of view (such as narrator and characters or audience and reader; first-person and third-person; limited and omniscient point of view) in Grade 8 literary text and how different points of view or perspectives are developed or create such effects as suspense, irony, or humor.</p>   |
| <p>8.9.F analyze how the author's use of language contributes to the mood, voice, and tone; and</p>  | <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 8 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 8 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.*</p> |

*\*This skill is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 9**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>  | <b>Aligned Diagnostic Skills</b>   |
|---|--|
| <p>E1.2.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;</p> | <p><b>Consult reference materials.</b> Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 9)</p> <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. *</p>  |
| <p>E1.2.B analyze context to distinguish between the denotative and connotative meanings of words; and</p>  | <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)*</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 9 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 9 literary text, including academic and/or domain-specific words.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 9 (continued)**


|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*   |
| E1.4.E make connections to . . . ideas in other texts . . .  | <b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 9 informational text.   |
| E1.4.F make inferences and use evidence to support understanding;  | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 9 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 9 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 9 informational text, based on textual evidence.</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 9 literary text, based on textual evidence.</p> |
| E1.4.G evaluate details read to determine key ideas;   | <b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *  |

*\*This skill is related to the aligned standard*




*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 9 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 9 informational text and how specific details contribute to the development of the central idea.*</p> <p><b>Summarize informational text.</b> Summarize Grade 9 informational text, identifying the central idea and supporting ideas.*</p>  |
| <p>E1.4.H synthesize information from two texts to create new understanding; and</p>   | <p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 9 informational text.</p> <p><b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade 9 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.*</p>  |
| <p>E1.5.C use text evidence . . . to support a comprehensive response;</p>   | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 9 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 9 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in</p> |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 9 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p>Grade 9 informational text, based on textual evidence.</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 9 literary text, based on textual evidence.</p> <p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 9 informational text and how specific details contribute to the development of the central idea.</p> <p><b>Analyze characters in literary text.</b> Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 9 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.</p> <p><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text.</p> <p><b>Analyze text structure in informational text.</b> Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 9 informational text and analyze</p> |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p>the rhetorical techniques an author uses to support that point of view or purpose.</p> <p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 9 informational text.</p> <p><b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade 9 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.</p> <p><b>Analyze literary allusions.</b> Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 9 literary texts and/or artistic mediums.</p> |
| E1.5.D . . . summarize texts in ways that maintain meaning and logical order;  | <p><b>Summarize informational text.</b> Summarize Grade 9 informational text, identifying the central idea and supporting ideas.</p>   |
| E1.5.D paraphrase and summarize texts in ways that maintain meaning and logical order;   | <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 9 literary text.</p>  |
| E1.5.F respond using acquired content and academic vocabulary as appropriate;  | <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 9 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and</p>  |

\*This skill is related to the aligned standard

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 9 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | phrases in Grade 9 literary text, including academic and/or domain-specific words.*   |
| E1.5.G discuss and write about the explicit or implicit meanings of text;  | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 9 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 9 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 9 informational text, based on textual evidence.*</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 9 literary text, based on textual evidence.*</p> |
| E1.5.J defend or challenge the authors' claims using relevant text evidence.   | <p><b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.*</p>  |
| E1.6.A analyze how themes are developed . . . in . . . literary texts;   | <p><b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea.</p>   |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 9 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>   | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| E1.6.A analyze how themes are developed through characterization and plot in a variety of literary texts;  | <b>Analyze literary allusions.</b> Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 9 literary texts and/or artistic mediums.*  |
| E1.6.B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;                     | <b>Analyze characters in literary text.</b> Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 9 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.* |
| E1.6.C analyze . . . plot development such as . . . subplots, and parallel plot structures . . .   | <b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text.   |
| E1.6.C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and          | <b>Analyze structural elements in literary text.</b> Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 9 literary texts. *   |
| E1.6.D analyze how the setting influences the theme.   | <b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *  |
| E1.7.A read and respond to American, British, and world literature;  | <b>Analyze point of view in literary text.</b> Analyze a particular point of view or cultural experience reflected in a Grade 9 literary text drawn from a range of world literature. *   |
| E1.7.D.i analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and | <b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 9 informational text and how specific details contribute to the development of the central idea.*   |

*\*This skill is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 9 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p><b>Summarize informational text.</b><br/>Summarize Grade 9 informational text, identifying the central idea and supporting ideas.*</p>  |
| <p>E1.7.D.ii analyze characteristics and structural elements of informational texts such as: . . . organizational patterns within a text to develop the thesis;</p>        | <p><b>Analyze connections in informational text.</b> Analyze how an author develops an analysis or series of ideas or events in Grade 9 informational text, including how the author introduces, orders, and draws connections between each point.</p>   |
| <p>E1.7.E.i analyze characteristics and structural elements of argumentative texts such as: clear arguable claim [and] appeals . . .</p>                                   | <p><b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.</p>                        |
| <p>E1.7.F analyze characteristics of multimodal and digital texts.</p>   | <p><b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade 9 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.</p>   |
| <p>E1.8.A analyze the author's purpose, audience, and message within a text;</p>   | <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p> <p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each</p> |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | treats the same or similar topics in Grade 9 informational text.*  |
| E1.8.B analyze use of text structure to achieve the author's purpose;  | <p><b>Analyze structural elements in literary text.</b> Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 9 literary texts.</p> <p><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text. *</p> <p><b>Analyze text structure in informational text.</b> Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.*</p> |
| E1.8.C evaluate the author's use of print and graphic features to achieve specific purposes;   | <p><b>Analyze data in quantitative and text formats in informational text.</b> Analyze Grade 9 informational text and integrate or translate quantitative or technical data into words or text as well as the reverse.</p>   |
| E1.8.D analyze how the author's use of language achieves specific purposes;  | <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 9 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 9 literary text and how it contributes to the meaning of the text.*</p>  |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 9 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> |
| <p>E1.8.E analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;</p>   | <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 9 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 9 literary text and how it contributes to the meaning of the text.*</p>   |
| <p>E1.8.F analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and</p>   | <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 9 informational text. Interpret the</p>  |




***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 9 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>        | <b>Aligned Diagnostic Skills</b>   |
|---|--|
|   | <p>impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p> |
| <p>E1.8.G explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.</p> | <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p>   |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 10**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>  | <b>Aligned Diagnostic Skills</b>   |
|---|--|
| <p>E2.2.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;</p> | <p><b>Consult reference materials.</b> Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 10)</p> <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p>   |
| <p>E2.2.B analyze context to distinguish among denotative, connotative, and figurative meanings of words; and</p>   | <p><b>Understand word relationships.</b> Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)*</p> <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 10 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 10 literary text, including academic and/or domain-specific words.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> |

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text.*</p> |
| E2.4.E make connections to . . . ideas in other texts . . .  | <p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.</p>   |
| E2.4.F make inferences and use evidence to support understanding;  | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 10 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 10 literary text to explain what the text says explicitly or to support inferences made about the text.</p>   |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 10 informational text, based on textual evidence.</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 10 literary text, based on textual evidence.</p>   |
| <p>E2.4.G evaluate details read to determine key ideas;</p>  | <p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 10 informational text and how specific details contribute to the development of the central idea.*</p> <p><b>Summarize informational text.</b> Summarize Grade 10 informational text, identifying the central idea and supporting ideas.*</p> <p><b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 10 literary text.*</p> |
| <p>E2.4.H synthesize information from multiple texts to create new understanding; and</p>  | <p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.</p> <p><b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade</p>   |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | 10 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.*  |
| E2.5.C use text evidence . . . to support an interpretive response;  | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 10 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 10 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 10 informational text, based on textual evidence.</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 10 literary text, based on textual evidence.</p> <p><b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 10 informational text and how specific details contribute to the development of the central idea.</p> <p><b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea.</p> |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text.</p> |
| <p>E2.5.C use text evidence . . . to support [a] . . . response;</p>   | <p><b>Analyze text structure in informational text.</b> Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 10 informational text and analyze</p>  |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>the rhetorical techniques an author uses to support that point of view or purpose.</p> <p><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.</p> <p><b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade 10 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.</p> <p><b>Analyze literary allusions.</b> Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 10 literary texts and/or artistic mediums.</p> |
| <p>E2.5.D . . . summarize texts in ways that maintain meaning and logical order;</p>   | <p><b>Summarize informational text.</b> Summarize Grade 10 informational text, identifying the central idea and supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 10 literary text.</p>  |
| <p>E2.5.F respond using acquired content and academic vocabulary as appropriate;</p>   | <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 10 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and</p>  |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>    | <b>Aligned Diagnostic Skills</b>  |
|---|---|
|   | phrases in Grade 10 literary text, including academic and/or domain-specific words.*  |
| E2.5.G discuss and write about the explicit or implicit meanings of text;   | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 10 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 10 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 10 informational text, based on textual evidence.*</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 10 literary text, based on textual evidence.*</p> |
| E2.5.J defend or challenge the authors' claims using relevant text evidence.  | <p><b>Evaluate argument in informational text.</b> Identify and evaluate the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.*</p>   |
| E2.6.A analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures; | <p><b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p>  |




***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <b>Analyze literary allusions.</b> Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 10 literary texts and/or artistic mediums.*   |
| E2.6.B analyze how authors develop complex yet believable characters . . .   | <b>Analyze characters in literary text.</b> Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 10 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.   |
| E2.6.B analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;                           | <b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. *<br><br><b>Analyze point of view in literary text.</b> Analyze a particular point of view or cultural experience reflected in a Grade 10 literary text drawn from a range of world literature. *                        |
| E2.6.C analyze isolated scenes and their contribution to the success of the plot as a whole; and   | <b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. *<br><br><b>Analyze structural elements in literary text.</b> Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 10 literary texts.* |
| E2.6.D analyze how historical and cultural settings influence characterization, plot, and theme across texts.  | <b>Determine theme in literary text.</b> Determine the theme or central idea in one or more Grade 10 literary texts, including  |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>   | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | how specific details help develop the theme or central idea. *  |
| E2.7.A read and analyze world literature across literary periods;  | <b>Analyze point of view in literary text.</b><br>Analyze a particular point of view or cultural experience reflected in a Grade 10 literary text drawn from a range of world literature. *   |
| E2.7.D.i analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and | <b>Determine central idea and supporting ideas in informational text.</b> Determine the central idea in Grade 10 informational text and how specific details contribute to the development of the central idea.*<br><br><b>Summarize informational text.</b><br>Summarize Grade 10 informational text, identifying the central idea and supporting ideas.*  |
| E2.7.D.ii analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and thesis;                         | <b>Analyze connections in informational text.</b> Analyze how an author develops an analysis or series of ideas or events in Grade 10 informational text, including how the author introduces, orders, and draws connections between each point.<br><br><b>Analyze text structure in informational text.</b> Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. |
| E2.7.E.i analyze characteristics and structural elements of argumentative texts such as: clear arguable claim [and] appeals . . .  | <b>Evaluate argument in informational text.</b><br>Identify and evaluate the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author   |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | makes. Identify false statements and flawed reasoning.   |
| E2.7.F analyze characteristics of multimodal and digital texts.  | <b>Analyze literary subject matter in multiple artistic mediums.</b> Analyze Grade 10 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.   |
| E2.8.A analyze the author's purpose, audience, and message within a text;  | <b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*<br><br><b>Compare point of view in two informational texts.</b> Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.*  |
| E2.8.B analyze use of text structure to achieve the author's purpose;  | <b>Analyze structural elements in literary text.</b> Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 10 literary texts.<br><br><b>Analyze plot elements in literary text.</b> Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. *<br><br><b>Analyze text structure in informational text.</b> Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.* |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| <p>E2.8.C evaluate the author's use of print and graphic features to achieve specific purposes;</p>  | <p><b>Analyze data in quantitative and text formats in informational text.</b> Analyze Grade 10 informational text and integrate or translate quantitative or technical data into words or text as well as the reverse.</p>   |
| <p>E2.8.D analyze how the author's use of language informs and shapes the perception of readers;</p>   | <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text.*</p> |
| <p>E2.8.E analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;</p>  | <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.*</p>   |

*\*This skill is related to the aligned standard*


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 10 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text.*</p>   |
| <p>E2.8.F analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and</p>   | <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p> |
| <p>E2.8.G analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.</p>                         | <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p>   |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| <p>E3.2.A use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;</p>  | <p><b>Consult reference materials.</b> Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 11)</p> <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p>  |
| <p>E3.2.B analyze context to draw conclusions about . . . meanings . . .</p>   | <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 11 informational text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 11 literary text, including academic and/or domain-specific words.</p>   |
| <p>E3.2.B analyze context to draw conclusions about nuanced meanings . . .</p>   | <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| <p>E3.2.B analyze context to draw conclusions about nuanced meanings such as in imagery; and</p>   | <p><b>Understand word relationships</b> Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)*</p>   |
| <p>E3.4.E make connections to . . . ideas in other texts . . .</p>   | <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.</p>   |
| <p>E3.4.F make inferences and use evidence to support understanding;</p>   | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 11 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 11 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 11 informational text, based on textual evidence.</p> |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 11 literary text, based on textual evidence.</p>  |
| <p>E3.4.G evaluate details read to understand key ideas;</p>   | <p><b>Determine multiple central ideas in informational text.</b> Determine two or more central ideas of a Grade 11 informational text and analyze the development and interaction of those ideas in the text.*</p> <p><b>Summarize informational text.</b> Summarize Grade 11 informational text, identifying the central idea and the supporting ideas.*</p> <p><b>Determine multiple themes in literary text.</b> Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 11 literary text.*</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.*</p> |
| <p>E3.4.H synthesize information from a variety of text types to create new understanding; and</p>   | <p><b>Analyze multiple sources of information presented in varied formats.</b> Analyze Grade 11 informational text and translate, integrate, and evaluate multiple sources of</p>  |




*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p>information presented in varied formats and media.</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.*</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>  |
| <p>E3.5.C use text evidence . . . to support an analytic response;</p>   | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 11 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 11 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Determine multiple central ideas in informational text.</b> Determine two or more central ideas of a Grade 11 informational text and analyze the development and interaction of those ideas in the text.</p> |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.</p> <p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p> <p><b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing</p> |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.</p> <p><b>Determine multiple themes in literary text.</b> Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.</p> |
| <p>E3.5.C use text evidence . . . to support [a] . . . response;</p>   | <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 11 informational text, based on textual evidence.</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 11 literary text, based on textual evidence.</p>   |
| <p>E3.5.D . . . summarize texts in ways that maintain meaning and logical order;</p>   | <p><b>Summarize informational text.</b> Summarize Grade 11 informational text, identifying the central idea and the supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 11 literary text.</p>  |
| <p>E3.5.F respond using acquired content and academic vocabulary as appropriate;</p>   | <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 11 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 11 literary text, including academic and/or domain-specific words.*</p>                               |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| <p>E3.5.G discuss and write about the explicit and implicit meanings of text;</p>  | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 11 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 11 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 11 informational text, based on textual evidence.*</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 11 literary text, based on textual evidence.*</p> |
| <p>E3.6.A analyze relationships among . . . characterization, . . . significance of setting, and plot in . . . literary texts;</p>   | <p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.</p>   |
| <p>E3.6.B analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</p>                                 | <p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.*</p>  |
| <p>E3.6.C evaluate how different literary elements shape the author's portrayal of the plot; and</p>   | <p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary</p>   |


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>                      | <b>Aligned Diagnostic Skills</b>   |
|---|--|
|   | text, such as setting, plot, and character development.*   |
| E3.6.D analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.   | <p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.*</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.*</p> |
| E3.7.B analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;                             | <p><b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.*</p>  |
| E3.7.C analyze how the relationships among dramatic elements advance the plot;  | <p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.*</p>   |
| E3.7.D.i analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and | <p><b>Determine multiple central ideas in informational text.</b> Determine two or more central ideas of a Grade 11 informational text and analyze the development and interaction of those ideas in the text.*</p> <p><b>Summarize informational text.</b><br/>Summarize Grade 11 informational</p>   |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>                     | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | text, identifying the central idea and the supporting ideas.*  |
| E3.7.D.ii analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and author's purpose;                                 | <b>Analyze text structure in informational text.</b> Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.   |
| E3.7.E.i analyze characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; | <b>Analyze text structure in informational text.</b> Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.*  |
| E3.7.F analyze the effectiveness of characteristics of multimodal and digital texts.   | <p><b>Analyze multiple interpretations of a story, drama, or poem.</b> Analyze multiple interpretations of Grade 11 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text.</p> <p><b>Analyze multiple sources of information presented in varied formats.</b> Analyze Grade 11 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media.</p> |
| E3.8.A analyze the author's purpose, audience, and message within a text;  | <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in</p>   |

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p>Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.*</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>  |
| <p>E3.8.B evaluate use of text structure to achieve the author's purpose;</p>  | <p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p> <p><b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.</p> |
| <p>E3.8.C evaluate the author's use of print and graphic features to achieve specific purposes;</p>  | <p><b>Analyze multiple sources of information presented in varied formats.</b> Analyze Grade 11 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media.</p>   |
| <p>E3.8.D evaluate how the author's use of language informs and shapes the perception of readers;</p>  | <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 informational text and how it contributes to the meaning of the text.*</p>  |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 literary text and how it contributes to the meaning of the text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> |
| <p>E3.8.E evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;</p>   | <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 literary text and how it contributes to the meaning of the text.*</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit</p>   |




***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | meaning, such as satire, sarcasm, irony, or understatement.*  |
| E3.8.F evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and   | <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.*</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p> |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 11 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| <p>E3.8.G analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</p>  | <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 11 literary text and how it contributes to the meaning of the text.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.*</p> |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 12**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| <p>E4.2.A use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;</p>  | <p><b>Consult reference materials.</b> Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 12)</p> <p><b>Use general academic and domain-specific vocabulary.</b> Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p>  |
| <p>E4.2.B analyze context to draw conclusions about . . . meanings . . .</p>   | <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 12 informational text, including academic and/or domain-specific words.</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 12 literary text, including academic and/or domain-specific words.</p>   |
| <p>E4.2.B analyze context to draw conclusions about nuanced meanings . . .</p>   | <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| E4.2.B analyze context to draw conclusions about nuanced meanings such as in imagery; and  | <b>Understand word relationships.</b><br>Recognize synonyms and antonyms.<br>Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.<br>(Grade 12)*   |
| E4.4.E make connections to . . . ideas in other texts . . .  | <b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.<br><br><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.   |
| E4.4.F make inferences and use evidence to support understanding;  | <b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 12 informational text to explain what the text says explicitly or to support inferences made about the text.<br><br><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 12 literary text to explain what the text says explicitly or to support inferences made about the text.<br><br><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 12 informational text, based on textual evidence. |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 12 literary text, based on textual evidence.</p>  |
| <p>E4.4.G evaluate details read to analyze key ideas;</p>  | <p><b>Analyze complex ideas in informational text.</b> Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 12 informational text, with particular attention to how specific individuals, ideas, or events interact.</p> <p><b>Summarize informational text.</b> Summarize Grade 12 informational text, identifying the central idea and the supporting ideas.*</p> <p><b>Determine multiple themes in literary text.</b> Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 12 literary text.*</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.*</p> |
| <p>E4.4.H synthesize information from a variety of text types to create new understanding; and</p>   | <p><b>Analyze multiple sources of information presented in varied formats.</b> Analyze Grade 12 informational text and translate,</p>  |

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>integrate, and evaluate multiple sources of information presented in varied formats and media.</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.*</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p> |
| <p>E4.5.C use text evidence . . . to support an evaluative response;</p>   | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 12 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 12 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 12 informational text, based on textual evidence.</p>   |


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 12 literary text, based on textual evidence.</p> <p><b>Analyze complex ideas in informational text.</b> Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 12 informational text, with particular attention to how specific individuals, ideas, or events interact.</p> <p><b>Determine multiple central ideas in informational text.</b> Determine two or more central ideas of a Grade 12 informational text and analyze the development and interaction of those ideas in the text.</p> <p><b>Determine multiple themes in literary text.</b> Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.</p> <p><b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.</p> <p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p> |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.</p> |
| <p>E4.5.D . . . summarize texts in ways that maintain meaning and logical order;</p>   | <p><b>Summarize informational text.</b> Summarize Grade 12 informational text, identifying the central idea and the supporting ideas.</p> <p><b>Summarize literary text.</b> Summarize a story, poem, or other Grade 12 literary text.</p>  |




*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| <p>E4.5.F respond using acquired content and academic vocabulary as appropriate;</p>   | <p><b>Determine word meaning in informational text.</b> Understand the meaning of words and phrases in Grade 12 informational text, including academic and/or domain-specific words.*</p> <p><b>Determine word meaning in literary text.</b> Understand the meaning of words and phrases in Grade 12 literary text, including academic and/or domain-specific words.*</p>   |
| <p>E4.5.G discuss and write about the explicit and implicit meanings of text;</p>  | <p><b>Cite textual evidence in informational text.</b> Cite several pieces of textual evidence from Grade 12 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Cite textual evidence in literary text.</b> Cite several pieces of textual evidence from Grade 12 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p><b>Make inferences in informational text.</b> Draw conclusions or make inferences in Grade 12 informational text, based on textual evidence.*</p> <p><b>Make inferences in literary text.</b> Draw conclusions or make inferences in Grade 12 literary text, based on textual evidence.*</p> |
| <p>E4.6.A analyze relationships among . . . characterization, . . . significance of setting, and plot in . . . literary texts;</p>   | <p><b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.</p>   |

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
| E4.6.A analyze relationships among thematic development . . . in . . . literary texts;   | <b>Determine multiple themes in literary text.</b> Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.   |
| E4.6.A analyze relationships among thematic development . . . in a variety of literary texts;  | <b>Compare themes or topics across multiple texts.</b> Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics. |
| E4.6.B analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;  | <b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.*   |
| E4.6.C critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and  | <b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.*                      |
| E4.6.D evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.   | <b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.*   |
| E4.7.C analyze and evaluate how the relationships among the dramatic elements advance the plot;  | <b>Analyze the impact of plot elements in literary text.</b> Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.*   |

*\*This skill is related to the aligned standard*

***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***


**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b>  | <b>Aligned Diagnostic Skills</b>  |
|---|---|
| <p>E4.7.D.i critique and evaluate characteristics and structural elements of informational texts such as: clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and</p> | <p><b>Analyze complex ideas in informational text.</b> Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 12 informational text, with particular attention to how specific individuals, ideas, or events interact.*</p> <p><b>Determine multiple central ideas in informational text.</b> Determine two or more central ideas of a Grade 12 informational text and analyze the development and interaction of those ideas in the text.*</p> <p><b>Summarize informational text.</b> Summarize Grade 12 informational text, identifying the central idea and the supporting ideas.*</p> |
| <p>E4.7.D.ii critique and evaluate characteristics and structural elements of informational texts such as: the relationship between organizational design and author's purpose;</p>                                     | <p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p>   |
| <p>E4.7.E.i critique and evaluate characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;</p>     | <p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.*</p>  |
| <p>E4.7.F critique and evaluate the effectiveness of characteristics of multimodal and digital texts.</p>   | <p><b>Analyze multiple interpretations of a story, drama, or poem.</b> Analyze multiple interpretations of Grade 12 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text.</p>   |

*\*This skill is related to the aligned standard*


*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p><b>Analyze multiple sources of information presented in varied formats.</b> Analyze Grade 12 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media.</p>  |
| <p>E4.8.A evaluate the author's purpose, audience, and message within a text;</p>  | <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.*</p> |
| <p>E4.8.B evaluate use of text structure to achieve the author's purpose;</p>  | <p><b>Analyze text structure in informational text.</b> Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p> <p><b>Analyze structural elements in literary text.</b> Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute</p>  |


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | to the whole structure, meaning, and aesthetic value of the text.   |
| E4.8.C evaluate the author's use of print and graphic features to achieve specific purposes;   | <b>Analyze multiple interpretations of a story, drama, or poem.</b> Analyze multiple interpretations of Grade 12 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text.  |
| E4.8.D critique and evaluate how the author's use of language informs and shapes the perception of readers;  | <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> |


***Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)***

**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
| <p>E4.8.E evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;</p>   | <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text.*</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p> |
| <p>E4.8.F evaluate how the author's diction and syntax contribute to the effectiveness of a text; and</p>  | <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.*</p> <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text.*</p> <p><b>Interpret author's use of language in informational text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 informational text. Interpret the</p>   |

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*


**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>  |
|--|---|
|  | <p>impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Interpret author's use of language in literary text.</b> Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.*</p> <p><b>Analyze point of view in literary text.</b> Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.*</p> <p><b>Compare point of view in two informational texts.</b> Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p> |
| <p>E4.8.G analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</p>  | <p><b>Interpret figurative language in informational text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.*</p>   |

*\*This skill is related to the aligned standard*

*Correlation of Texas Essential Knowledge and Skills for English  
Language Arts and Reading (TEKS) to i-Ready Diagnostic (continued)*

**Grade 12 (continued)**

|  <b>Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)</b> | <b>Aligned Diagnostic Skills</b>   |
|--|--|
|  | <p><b>Interpret figurative language in literary text.</b> Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text.*</p> <p><b>Identify author's point of view or purpose in informational text.</b> Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.*</p> |