



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

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
K.2.A.i demonstrate phonological awareness by: identifying . . . rhyming words;	Recognize Rhyme Part 1 Recognize Rhyme Part 2 Recognize Rhyme
K.2.A.ii demonstrate phonological awareness by: recognizing . . . alliteration or groups of words that begin with the same spoken onset or initial sound;	Close Reading: Describe Sound and Meaning in Stories Describe Sound and Meaning in Stories
K.2.A.ii demonstrate phonological awareness by: recognizing spoken . . . groups of words that begin with the same spoken . . . initial sound;	Find and Say Beginning Vowel Sounds
K.2.A.ii demonstrate phonological awareness by: recognizing spoken . . . groups of words that begin with the same spoken onset or initial sound;	Find and Say Beginning Sounds
K.2.A.iv demonstrate phonological awareness by: identifying syllables in spoken words;	Blend Words with Two or More Syllables* Break Up Words with Two or More Syllables*
K.2.A.v demonstrate phonological awareness by: blending syllables to form multisyllabic words;	Blend Syllables in Compound Words Blend Syllables in Two-Syllable Words Blend Words with Two or More Syllables Blend Words with Continuous Sounds* Blend Words with Stop Sounds* Blend Words with Long Vowels*


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

Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Blend Words with Beginning Consonant Blends*
K.2.A.vi demonstrate phonological awareness by: segmenting multisyllabic words into syllables;	Break Up Words with Two or More Syllables Break Up Words with Continuous Sounds* Break Up Words with Stop Sounds* Break Up Words with Beginning Consonant Blends*
K.2.A.vii demonstrate phonological awareness by: blending spoken onsets and rimes to form simple words;	Blend Onset and Rime in Single-Syllable Words Blend Sound Parts in Words Blend Words with Continuous Sounds* Blend Words with Stop Sounds* Blend Words with Long Vowels* Blend Words with Beginning Consonant Blends*
K.2.A.viii demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words;	Blend Words with Continuous Sounds Blend Words with Stop Sounds Add Beginning Sounds to Make Words Add Final Sounds to Make Words Substitute Beginning Sounds to Make Words

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


Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Substitute Final Sounds to Make Words Blend Words with Long Vowels Blend Words with Beginning Consonant Blends Substitute Middle Vowel Sounds to Make Words
K.2.A.ix demonstrate phonological awareness by: manipulating syllables within a multisyllabic word; and	Blend Words with Two or More Syllables* Break Up Words with Two or More Syllables*
K.2.A.x demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes;	Find and Say Beginning Sounds* Find and Say Ending Sounds* Find and Say Beginning Vowel Sounds* Find and Say Middle Short Vowel Sounds* Break Up Words with Continuous Sounds Break Up Words with Stop Sounds Find and Say Long Vowel Sounds* Break Up Words with Beginning Consonant Blends
K.2.B.i demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent;	Letter Learning: Mm, Tt Letter Learning: Ss, Bb Letter Learning: Rr, Dd

**This lesson is related to the aligned standard*

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


Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Letter Learning: Pp, Cc</p> <p>Letter Learning: Aa, Nn</p> <p>Read Words with Short a</p> <p>Letter Learning: Ff, Hh</p> <p>Letter Learning: Gg, Ii</p> <p>Read Words with Short i</p> <p>Letter Learning: Ll, Oo</p> <p>Read Words with Short o</p> <p>Letter Learning: Kk, Vv</p> <p>Letter Learning: Jj, Ww</p> <p>Letter Learning: Uu, Yy</p> <p>Read Words with Short u</p> <p>Letter Learning: Xx, Zz</p> <p>Letter Learning: Ee, Qq</p> <p>Read Words with Short e</p> <p>Read Words with Short Vowels</p> <p>Beginning Blends with r, l</p> <p>Long Vowel a</p>

**This lesson is related to the aligned standard*


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

Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Long Vowels i, o</p> <p>Long Vowels u, e</p> <p>Letter Learning: Mm and Tt</p> <p>Letter Learning: Ss, Rr, and Dd</p> <p>Letter Learning: Ff, Nn, and Pp</p> <p>Letter Learning: Gg and Hh</p> <p>Letter Learning: Ll, Cc, Bb</p> <p>Ending -s</p> <p>Letter Learning: Kk and Vv</p> <p>Letter Learning: Jj and Ww</p> <p>Ending Consonants ck</p> <p>Letter Learning: Yy and Xx</p> <p>Letter Learning: Qq and Zz</p> <p>Doublets</p> <p>Beginning Blends with l</p> <p>Beginning Blends with r</p> <p>Beginning Blends with s, w</p>

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


Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including . . . CCVC . . . words;	Beginning Blends with r, l
K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including . . . CVC . . . words;	Read Words with Short e Short e Words
K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including . . . CVCC words;	Doublets
K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including VC [and] CVC . . . words;	Read Words with Short a Read Words with Short i Read Words with Short o Read Words with Short u Read Words with Short Vowels Short a Words Short i Words Short o Words Short u Words
K.2.B.ii demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	Blend Sound Parts in Words* Break Up Sound Parts in Words* Break Up Words with Long Vowels*

**This lesson is related to the aligned standard*


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

Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are . . . added . . .	Add Final Sounds to Make Words
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are . . . added . . . such as it - pit . . .	Add Beginning Sounds to Make Words
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed . . .	Word Patterns _an, _ap, _at Word Patterns _im, _ip, _it Word Patterns _og, _op, _ot Word Patterns _en, _et, _ug
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed . . . such as . . . pit - tip - tap; and	Substitute Beginning Sounds to Make Words Substitute Final Sounds to Make Words
K.2.B.iii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed . . . such as . . . tip - tap; and	Substitute Middle Vowel Sounds to Make Words
K.2.B.iv demonstrate and apply phonetic knowledge by: identifying and reading . . . high-frequency words from a research-based list;	High-Frequency Words: Lesson 0 High-Frequency Words: Lesson 1 High-Frequency Words: Lesson 2 High-Frequency Words: Lesson 3 High-Frequency Words: Lesson 4 High-Frequency Words: Lesson 5

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


Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	High-Frequency Words: Lesson 6 High-Frequency Words: Lesson 7 High-Frequency Words: Lesson 8 High-Frequency Words: Lesson 9 High-Frequency Words: Lesson 10 High-Frequency Words: Lesson 11 High-Frequency Words: Lesson 12 High-Frequency Words: Lesson 13
K.2.C.i demonstrate and apply spelling knowledge by: spelling words with . . . CVC . . .	Short e Words
K.2.C.i demonstrate and apply spelling knowledge by: spelling words with VC, CVC, and CCVC;	Letter Learning: Aa* Short a Words* Letter Learning: Ii* Short i Words* Letter Learning: Oo* Letter Learning: Uu* Short u Words* Letter Learning: Ee* Long Vowel Sounds*

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


Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Long a with Sneaky e*</p> <p>Long i with Sneaky e*</p> <p>Long o with Sneaky e*</p> <p>Sounds for u with Sneaky e*</p> <p>Long e with ee or Sneaky e*</p>
<p>K.2.C.i demonstrate and apply spelling knowledge by: spelling words with VC, [and] CVC . . .</p>	<p>Short o Words</p>
<p>K.2.C.ii demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns; and</p>	<p>Letter Learning: Aa*</p> <p>Short a Words*</p> <p>Word Patterns _an, _ap, _at</p> <p>Letter Learning: Ii*</p> <p>Short i Words*</p> <p>Word Patterns _im, _ip, _it</p> <p>Letter Learning: Oo*</p> <p>Short o Words</p> <p>Ending -s</p> <p>Word Patterns _og, _op, _ot</p> <p>Letter Learning: Uu*</p>

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


Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Short u Words* Letter Learning: Ee* Short e Words Word Patterns _en, _et, _ug Doublets Beginning Blends with l Beginning Blends with r Beginning Blends with s, w Long Vowel Sounds Long a with Sneaky e* Long i with Sneaky e Long o with Sneaky e* Sounds for u with Sneaky e* Long e with ee or Sneaky e
K.2.D.v demonstrate print awareness by: identifying . . . uppercase and lowercase letters; and	Recognize Letters Mm, Tt Recognize Letters Ss, Bb Recognize Letters Rr, Dd Recognize Letters Oo, Ff

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

Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Recognize Letters Nn, Aa</p> <p>Recognize Letters Pp, Ii</p> <p>Recognize Letters Hh, Cc</p> <p>Recognize Letters Ll, Gg</p>
<p>K.2.D.v demonstrate print awareness by: identifying all uppercase and lowercase letters; and</p>	<p>Letter Learning: Mm, Tt</p> <p>Letter Learning: Ss, Bb</p> <p>Letter Learning: Rr, Dd</p> <p>Letter Learning: Pp, Cc</p> <p>Letter Learning: Aa, Nn</p> <p>Letter Learning: Ff, Hh</p> <p>Letter Learning: Gg, Ii</p> <p>Letter Learning: Ll, Oo</p> <p>Letter Learning: Kk, Vv</p> <p>Letter Learning: Jj, Ww</p> <p>Letter Learning: Uu, Yy</p> <p>Letter Learning: Xx, Zz</p> <p>Letter Learning: Ee, Qq</p> <p>Letter Learning: Mm and Tt</p>


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

Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Letter Learning: Ss, Rr, and Dd</p> <p>Letter Learning: Aa</p> <p>Letter Learning: Ff, Nn, and Pp</p> <p>Letter Learning: Ii</p> <p>Letter Learning: Gg and Hh</p> <p>Letter Learning: Ll, Cc, Bb</p> <p>Letter Learning: Oo</p> <p>Letter Learning: Kk and Vv</p> <p>Letter Learning: Jj and Ww</p> <p>Letter Learning: Uu</p> <p>Letter Learning: Yy and Xx</p> <p>Letter Learning: Qq and Zz</p> <p>Letter Learning: Ee</p>
K.3.A use a resource . . . to find words;	Use Text Features, Part 1
K.3.B use . . . texts the student is able to read . . . to learn . . . word meanings; and	<p>Working with Words: 5</p> <p>Working with Words: 9</p> <p>Working with Words: 17</p> <p>Working with Words: 20</p>

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


Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
<p>K.3.B use illustrations and texts the student is able to read . . . to learn . . . word meanings; and</p>	<p>Working with Words: 1</p> <p>Working with Words: 2</p> <p>Working with Words: 3</p> <p>Working with Words: 4</p> <p>Working with Words: 6</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 10</p> <p>Working with Words: 11</p> <p>Working with Words: 12</p> <p>Working with Words: 13</p> <p>Working with Words: 14</p> <p>Working with Words: 15</p> <p>Working with Words: 16</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p>

**This lesson is related to the aligned standard*

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


Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Working with Words: 23 Working with Words: 24
K.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	Answer Questions About Unknown Words in a Text* Answer Questions About Unknown Words in a Story* Connect Words and Pictures in a Text* Connect Words and Pictures in a Story*
K.5.B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	Close Reading: Ask and Answer Questions About Stories* Close Reading: Ask and Answer Questions About Key Details* Identify Relevant Details* Describe Stories*
K.5.C make and confirm predictions using text features and structures with adult assistance;	Use Text Features, Part 1*
K.5.G evaluate details to determine what is most important with adult assistance;	Answer Questions About Relevant Details* Answer Questions About Stories* Retell Stories* Find the Main Topic*
K.5.H synthesize information to create new understanding with adult assistance; and	Connect Words and Pictures in a Text

**This lesson is related to the aligned standard*

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


Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Connect Words and Pictures in a Story
K.6.B provide . . . [a] response to a text;	Answer Questions About Relevant Details Answer Questions About Stories
K.6.C use text evidence to support an appropriate response;	Answer Questions About Relevant Details* Answer Questions About Stories*
K.6.D retell texts in ways that maintain meaning;	Retell Stories Find the Main Topic
K.7.A discuss topics and determine the basic theme using text evidence with adult assistance;	Understand the Central Message
K.7.B . . . describe . . . character(s);	Describe Characters
K.7.B identify . . . character(s);	Identify Characters
K.7.C describe the elements of plot development, including the main events . . . for texts read aloud with adult assistance; and	Identify Events
K.7.D describe the setting.	Identify Settings
K.8.C discuss main characters in drama;	Identify Characters* Describe Characters*
K.8.D.i recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance;	Find the Main Topic
K.8.D.ii recognize characteristics and structures of informational text, including: . . . simple graphics to gain information; and	Connect Words and Pictures in a Text
K.8.D.ii recognize characteristics and structures of informational text,	Use Text Features, Part 1

**This lesson is related to the aligned standard*


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

Grade K (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
including: titles and simple graphics to gain information; and	
K.8.D.iii recognize characteristics and structures of informational text, including: the steps in a sequence with adult assistance;	Close Reading: Describe Connections Between Steps*
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	Close Reading: Describe How Authors Use Reasons to Support Ideas*
K.9.A discuss with adult assistance the author's purpose for writing text;	Close Reading: Identify Author's Purpose* Identify Author's Purpose*
K.9.D discuss with adult assistance how the author uses words that help the reader visualize; and	Identify Sensory Words in Poems* Identify Feeling Words in Stories*

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


Grade 1

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
1.2.A.i demonstrate phonological awareness by: producing a series of rhyming words;	Recognize Rhyme*
1.2.A.ii demonstrate phonological awareness by: recognizing . . . alliteration or groups of words that begin with the same spoken onset or initial sound;	Close Reading: Describe Sound and Meaning in Stories Describe Sound and Meaning in Stories
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;	Say Beginning Digraphs and Consonant Blends*
1.2.A.iii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words;	Compare Short and Long Vowel Sounds
1.2.A.iv demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is . . . changed . . .	Substitute Beginning Sounds to Make Words Substitute Final Sounds to Make Words Substitute Middle Vowel Sounds to Make Words
1.2.A.iv demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added . . .	Add Beginning Sounds to Make Words Add Final Sounds to Make Words
1.2.A.v demonstrate phonological awareness by: blending . . . phonemes to form . . . words, including . . . final consonant blends;	End Blends with s End Blends with l, m, n
1.2.A.v demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words . . .	Blend Words with Beginning Digraphs Blend Words with Final Digraphs
1.2.A.v demonstrate phonological awareness by: blending spoken phonemes	Blend Words with Digraphs, Trigraphs, Blends

**This lesson is related to the aligned standard*

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


Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
to form one-syllable words, including . . . consonant blends;	
1.2.A.v demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including . . . final consonant blends;	Blend Words with Final Consonant Blends
1.2.A.v demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial . . . consonant blends;	Blend Words with Beginning Consonant Blends
1.2.A.vi demonstrate phonological awareness by: manipulating phonemes within base words; and	Add Beginning Sounds to Make Words* Add Final Sounds to Make Words* Substitute Beginning Sounds to Make Words* Substitute Final Sounds to Make Words* Substitute Middle Vowel Sounds to Make Words*
1.2.A.vii demonstrate phonological awareness by: segmenting spoken one-syllable words . . . into individual phonemes . . .	Break Up Words with Beginning Digraphs
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;	Break Up Words with Beginning Consonant Blends Break Up Words with Final Digraphs Break Up Words with Final Consonant Blends Break Up Words with Digraphs, Trigraphs, Blends

**This lesson is related to the aligned standard*


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

Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
<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>Digraph ck</p> <p>Digraphs ng, sh</p> <p>Long Vowels a and i with Silent e</p> <p>Long Vowels o and u with Silent e</p> <p>Long e Spelled ee</p> <p>Digraphs wh, th</p> <p>Digraphs tch, ch</p> <p>End Blends with s</p> <p>Endings -s, -es*</p> <p>Endings -ed, -ing*</p> <p>Read Two-Syllable Words with Closed Syllables*</p> <p>Read Two-Syllable Words with Open Syllables*</p> <p>Long a Spelled ai, ay</p> <p>Long o Spelled oa, ow</p> <p>Long e Spelled ea, y</p> <p>Long i Spelled y, igh</p>

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


Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Endings -ed, -ing: Changes to the Base Word*</p> <p>Endings -es, -ed: Changes to the Base Word*</p> <p>Read Words with the Spelling oo</p> <p>The Sound /är/ Spelled ar</p> <p>The Sound /ôr/ Spelled or, ore</p> <p>The Sound /ûr/ Spelled ir, er, ur</p> <p>The Soft Sound for c Spelled c and ce</p> <p>The Soft Sound for g Spelled g, ge, dge</p> <p>The Sound /ou/ Spelled ou, ow</p> <p>The Sound /oi/ Spelled oi, oy</p> <p>The Sound /ô/ Spelled au, aw</p> <p>Long Vowels</p> <p>Digraphs sh, th, wh</p> <p>Digraphs ch, tch, ph</p> <p>Final Consonants ng, nk</p> <p>End Blends with l, m, n</p> <p>Word Patterns _ind, _ild</p>

**This lesson is related to the aligned standard*


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

Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Word Patterns _old, _oll, _olt, _ost</p> <p>Long a: ai, ay</p> <p>Long o: oa, ow, oe</p> <p>Long e: ea, y, ey</p> <p>Soft Sound for c</p> <p>Soft Sound for g</p> <p>Long i: ie, igh, y</p> <p>Triple Blends and Digraphs</p> <p>Two Sounds for oo</p> <p>Bossy-r Vowel ar</p> <p>Bossy-r Vowels or, ore</p> <p>Bossy-r Vowels er, ir, ur</p> <p>Vowel Sound in out: ou, ow</p> <p>Vowel Sounds in new and few: ew, ue</p> <p>Vowel Sound in soup: ou, ui</p> <p>Vowel Sound in boy: oi, oy</p> <p>Vowel Sound in saw: au, aw</p> <p>Vowel Sound in water and talk: a, al</p>

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


Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Two More Sounds for ea
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . consonant . . . digraphs . . .	Digraphs sh, th, wh Digraphs ch, tch, ph
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . consonant blends, digraphs, and trigraphs;	Blend Words with Digraphs, Trigraphs, Blends
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final . . . digraphs . . .	Blend Words with Final Digraphs
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final consonant . . . digraphs . . .	Digraph ck
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final consonant . . . digraphs, and trigraphs;	Digraphs tch, ch
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final consonant blends . . .	Blend Words with Final Consonant Blends End Blends with s Final Consonants ng, nk
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with . . . final consonant blends [and] digraphs . . .	Digraphs ng, sh
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with initial . . . consonant . . . digraphs . . .	Digraphs wh, th
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with initial . . . consonant blends . . .	Blend Words with Beginning Consonant Blends
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with initial . . . digraphs . . .	Blend Words with Beginning Digraphs

**This lesson is related to the aligned standard*


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

Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
1.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with initial and final . . . digraphs . . .	Silent Letters kn, mb, wr
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . open syllables . . .	Read Two-Syllable Words with Open Syllables Open Syllables
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . open syllables; . . . [and] vowel teams, including vowel digraphs and diphthongs . . .	Long Vowels
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . r-controlled syllables;	The Sound /är/ Spelled ar The Sound /ôr/ Spelled or, ore The Sound /ûr/ Spelled ir, er, ur Bossy-r Syllables
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . VCe syllables . . .	Long Vowels a and i with Silent e Long Vowels o and u with Silent e
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . vowel teams . . .	Long i Spelled y, igh
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with . . . vowel teams, including vowel digraphs and diphthongs . . .	Long e Spelled ee Long a Spelled ai, ay Long o Spelled oa, ow Long e Spelled ea, y Read Words with the Spelling oo


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

Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>The Sound /ou/ Spelled ou, ow</p> <p>The Sound /oi/ Spelled oi, oy</p> <p>The Sound /ô/ Spelled au, aw</p> <p>Long a: ai, ay</p> <p>Long o: oa, ow, oe</p> <p>Long e: ea, y, ey</p> <p>Long i: ie, igh, y</p> <p>Vowel Team Syllables</p> <p>Two Sounds for oo</p> <p>Vowel Sound in soup: ou, ui</p> <p>Vowel Sound in boy: oi, oy</p> <p>Vowel Sound in saw: au, aw</p> <p>Read Words with the Spelling ow</p> <p>Read Words with the Spelling ou</p>
<p>1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with closed syllables . . .</p>	<p>Read Two-Syllable Words with Closed Syllables</p> <p>Read Two-Syllable Words That Divide Between Two Consonants</p> <p>Closed Syllables</p>


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

Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Dividing Between Two Consonants
1.2.B.iii demonstrate and apply phonetic knowledge by: decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	Read Two-Syllable Words with Final Syllable with le* Sneaky-e Syllables* Prefix un-* Prefix re-* Suffix -ly* Suffix -er* Suffix -ful* Suffix -y* Syllables with le*
1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings . . .	Endings -er, -est
1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including -ed . . .	Endings -ed, -ing Endings -ed, -ing: Changes to the Base Word Doubling and Dropping with Endings -ed, -ing
1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including -ed . . . and -es; and	Endings -es, -ed: Changes to the Base Word Changing y to i with Endings -es, -ed

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


Grade 1 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including . . . -es; and	Ending -es
	1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including . . . -s . . .	Ending -s
	1.2.B.v demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including . . . -s, and -es; and	Endings -s, -es
	1.2.B.vi demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list;	High-Frequency Words: Lesson 14 High-Frequency Words: Lesson 15 High-Frequency Words: Lesson 16 High-Frequency Words: Lesson 17 High-Frequency Words: Lesson 18 High-Frequency Words: Lesson 19 High-Frequency Words: Lesson 20 High-Frequency Words: Lesson 21 High-Frequency Words: Lesson 22 High-Frequency Words: Lesson 23 High-Frequency Words: Lesson 24 High-Frequency Words: Lesson 25 High-Frequency Words: Lesson 26

**This lesson is related to the aligned standard*


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

Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>High-Frequency Words: Lesson 27</p> <p>High-Frequency Words: Lesson 28</p> <p>High-Frequency Words: Lesson 29</p>
<p>1.2.C.i demonstrate and apply spelling knowledge by: spelling words with . . . open syllables . . .</p>	<p>Open Syllables</p>
<p>1.2.C.i demonstrate and apply spelling knowledge by: spelling words with . . . open syllables . . . [and] vowel teams . . .</p>	<p>Long Vowels</p>
<p>1.2.C.i demonstrate and apply spelling knowledge by: spelling words with . . . r-controlled syllables;</p>	<p>Bossy-r Vowel ar</p> <p>Bossy-r Vowels or, ore</p> <p>Bossy-r Syllables</p>
<p>1.2.C.i demonstrate and apply spelling knowledge by: spelling words with . . . vowel teams . . .</p>	<p>Long a: ai, ay</p> <p>Long i: ie, igh, y</p> <p>Vowel Team Syllables</p> <p>Two Sounds for oo</p> <p>Vowel Sound in out: ou, ow</p> <p>Vowel Sounds in new and few: ew, ue</p> <p>Vowel Sound in saw: au, aw</p>
<p>1.2.C.i demonstrate and apply spelling knowledge by: spelling words with closed syllables . . .</p>	<p>Closed Syllables</p> <p>Dividing Between Two Consonants</p>

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


Grade 1 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	1.2.C.i demonstrate and apply spelling knowledge by: spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	Sneaky-e Syllables*
	1.2.C.ii demonstrate and apply spelling knowledge by: spelling words with . . . consonant . . . digraphs . . .	Digraphs sh, th, wh Digraphs ch, tch, ph
	1.2.C.ii demonstrate and apply spelling knowledge by: spelling words with . . . final consonant blends . . .	Final Consonants ng, nk End Blends with s
	1.2.C.ii demonstrate and apply spelling knowledge by: spelling words with initial and final . . . digraphs . . .	Silent Letters kn, mb, wr
	1.2.C.iii demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns; and	Long Vowels Digraphs sh, th, wh Digraphs ch, tch, ph Final Consonants ng, nk End Blends with s Silent Letters kn, mb, wr
	1.2.D demonstrate print awareness by identifying the information that different parts of a book provide;	Use Text Features, Part 1
	1.3.A use a resource . . . to find words;	Use Text Features, Part 1
	1.3.B use . . . texts the student is able to read . . . to learn . . . word meanings;	Working with Words: 1 Working with Words: 2 Working with Words: 3

**This lesson is related to the aligned standard*


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

Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Working with Words: 4</p> <p>Working with Words: 5</p> <p>Working with Words: 6</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 9</p> <p>Working with Words: 10</p> <p>Working with Words: 12</p> <p>Working with Words: 13</p> <p>Working with Words: 14</p> <p>Working with Words: 16</p> <p>Working with Words: 17</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 20</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p>


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

Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Working with Words: 24
1.3.B use illustrations and texts the student is able to read . . . to learn . . . word meanings;	Working with Words: 11 Working with Words: 15 Determine Word Meanings
1.3.C identify the meaning of words with the affixes -s, -ed, and -ing; and	Determine the Meanings of Related Words in a Word Family: define and purpose* Determine the Meanings of Related Words in a Word Family: place and agree* Determine the Meanings of Related Words in a Word Family: vary and consider*
1.3.D identify and use words that name actions, directions, positions, sequences, categories, and locations.	Working with Words: 2* Working with Words: 3* Working with Words: 11* Working with Words: 15*
1.6.B generate questions about text . . . to deepen understanding . . .	Close Reading: Ask and Answer Questions About Stories Describe Stories
1.6.B generate questions about text . . . to deepen understanding and gain information;	Close Reading: Ask and Answer Questions About Key Details Identify Relevant Details
1.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	Use Text Features, Part 1*


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

Grade 1 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
1.6.E make connections to personal experiences, ideas in other texts, and society with adult assistance;	Describe Connections Between Ideas* Describe Connections Between Events*
1.6.G evaluate details to determine what is most important with adult assistance;	Answer Questions About Relevant Details* Answer Questions About Stories* Retell Stories* Understand the Central Message* Find the Main Topic*
1.6.H synthesize information . . .	Connect Words and Pictures in a Story
1.6.H synthesize information to create new understanding with adult assistance; and	Describe Connections Between Ideas Describe Connections Between Events Use Words and Pictures in a Text
1.6.I . . . make adjustments such as . . . asking questions when understanding breaks down.	Identify Relevant Details Describe Stories
1.6.I monitor comprehension and make adjustments such as . . . asking questions when understanding breaks down.	Close Reading: Ask and Answer Questions About Stories Close Reading: Ask and Answer Questions About Key Details
1.7.C use text evidence to support an appropriate response;	Answer Questions About Relevant Details* Answer Questions About Stories*
1.7.D retell texts in ways that maintain meaning;	Retell Stories Understand the Central Message*


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

Grade 1 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
		Find the Main Topic
	1.8.A . . . determine theme . . .	Understand the Central Message
	1.8.A discuss topics and determine theme using text evidence with adult assistance;	Retell Stories*
	1.8.B describe . . . character(s) . . .	Describe Characters Connect Words and Pictures in a Story
	1.8.B describe . . . character(s) and the reason(s) for their actions;	Close Reading: Describe How Characters Act
	1.8.B describe the main character(s) and the reason(s) for their actions;	Describe How Characters Act*
	1.8.C describe plot elements, including the main events . . . for texts read . . .	Describe Events Connect Words and Pictures in a Story
	1.8.D describe the setting.	Describe Settings Connect Words and Pictures in a Story
	1.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, [and] fables . . .	Close Reading: Determining the Central Message
	1.9.B discuss . . . repetition, and alliteration in a variety of poems;	Close Reading: Describe Sound and Meaning in Stories
	1.9.B discuss rhyme [and] rhythm . . . in a variety of poems;	Close Reading: Describe Rhythm and Meaning in Poems
	1.9.C discuss elements of drama . . .	Parts of Plays
	1.9.C discuss elements of drama such as characters and setting;	Describe Characters* Describe Settings*
	1.9.D.i recognize characteristics and structures of informational text, including:	Find the Main Topic


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

Grade 1 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	the central idea and supporting evidence with adult assistance;	
	1.9.D.ii recognize characteristics and structures of informational text, including: features and simple graphics to locate or gain information; and	Use Text Features, Part 1
	1.9.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	Close Reading: Describe How Authors Use Reasons to Support Ideas*
	1.10.A discuss the author's purpose for writing text;	Close Reading: Identify Author's Purpose Identify Author's Purpose
	1.10.B discuss how the use of text structure contributes to the author's purpose;	Close Reading: What Are Poems Made Of? * Text Features* Parts of Poems*
	1.10.C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	Close Reading: Explain How Images Support Text Explain How Images Support Text
	1.10.D discuss how the author uses words that help the reader visualize; and	Identify Sensory Words in Poems* Identify Feeling Words in Stories*
	1.13.C identify and gather relevant . . . information . . .	Use Words and Pictures in a Text
	1.13.D demonstrate understanding of information gathered with adult assistance; and	Use Words and Pictures in a Text


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

Grade 2

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
2.2.A.ii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable . . . words;	Long and Short Vowels: a Long and Short Vowels: i Long and Short Vowels: o Long and Short Vowels: u Long and Short Vowels: e
2.2.A.iii demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is . . . changed . . .	Vowel Variations in Initial Syllables Vowel Variations in Final Syllables
2.2.B.i demonstrate and apply phonetic knowledge by: decoding words with . . . long . . . vowels . . .	Read Words with the Spelling y Read Two-Syllable Words with VCe Syllables Dividing Around One Consonant VCe Syllables Syllables -tion, -sion, -ion
2.2.B.i demonstrate and apply phonetic knowledge by: decoding words with . . . long, or variant vowels . . .	Vowel Variations in Initial Syllables Vowel Variations in Final Syllables
2.2.B.i demonstrate and apply phonetic knowledge by: decoding words with short [or] long . . . vowels . . .	Long and Short Vowels: a Long and Short Vowels: i Long and Short Vowels: o Long and Short Vowels: u


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

Grade 2 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
		Long and Short Vowels: e
	2.2.B.i demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends;	Read Two-Syllable Words with Vowel Variations in the Initial Syllable* Read Words with the Spelling ow* Read Words with the Spelling ou* Read Two-Syllable Words with Vowel Variations in the Final Syllable*
	2.2.B.ii demonstrate and apply phonetic knowledge by: decoding words with silent letters such as knife and gnat;	Silent Letters kn, mb, wr Silent Letters
	2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words . . .	Read Two-Syllable Words with Vowel Variations in the Initial Syllable Read Two-Syllable Words with Vowel Variations in the Final Syllable
	2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . final stable syllables;	Read Two-Syllable Words with Final Syllable with le Syllables -tion, -sion, -ion
	2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . open syllables . . .	Read Words with the Spelling y
	2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . r-controlled syllables . . .	Read Two-Syllable Words with r-Controlled Syllables
	2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . VCe syllables . . .	Read Two-Syllable Words with VCe Syllables VCe Syllables


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

Grade 2 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . vowel teams . . .	Read Two-Syllable Words with Vowel Team Syllables
	2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . vowel teams, including digraphs and diphthongs . . .	Vowel Variations in Initial Syllables Vowel Variations in Final Syllables
	2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . vowel teams, including digraphs and diphthongs; [and] r-controlled syllables . . .	The Sound /âr/ Spelled air, are
	2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Read Words with the Spelling ow* Read Words with the Spelling ou*
	2.2.B.iii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; [and] open syllables . . .	Dividing Around One Consonant
	2.2.B.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns . . .	Read Two-Syllable Words with Final Syllable with le
	2.2.B.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as . . . VCV . . .	Dividing Around One Consonant
	2.2.B.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV . . .	Read Two-Syllable Words That Divide Between Two Consonants


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

Grade 2 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings . . .	Suffixes -less, -ness Suffix -en
	2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including -s . . .	Ending -s
	2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including . . . -ed [and] -ing . . .	Endings -ed, -ing Endings -ed, -ing: Changes to the Base Word
	2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including . . . -er . . .	Suffixes -er, -or
	2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including . . . -er, and -est; and	Endings -er, -est
	2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with . . . inflectional endings, including . . . -es [and] -ed . . .	Changing y to i with Endings -es, -ed
	2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes . . .	Read Words with the Prefix re- Read Words with the Prefixes un-, pre- Read Words with the Prefixes mis-, dis- Prefix pre-
	2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes, including . . . dis- . . .	Prefixes mis-, dis-
	2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes, including . . . re- . . .	Prefix re-

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


Grade 2 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
2.2.B.vi demonstrate and apply phonetic knowledge by: decoding words with prefixes, including un- . . .	Prefix un-
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	Read Words with the Suffix -ly* Read Words with the Suffix -ful* Read Words with the Suffixes -er, -or* Read Words with the Suffix -y* Read Words with the Suffixes -less, -ness* Read Words with the Suffix -en*
2.2.B.vii demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list;	High-Frequency Words: Lesson 30 High-Frequency Words: Lesson 31 High-Frequency Words: Lesson 32 High-Frequency Words: Lesson 33 High-Frequency Words: Lesson 34 High-Frequency Words: Lesson 35 High-Frequency Words: Lesson 36 High-Frequency Words: Lesson 37 High-Frequency Words: Lesson 38
2.2.C.i demonstrate and apply spelling knowledge by: spelling . . . words with . . . vowel teams, including digraphs and diphthongs . . .	Vowel Sound in good: oo, u, ou

**This lesson is related to the aligned standard*


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

Grade 2 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	2.2.C.i demonstrate and apply spelling knowledge by: spelling . . . words with . . . vowel teams, including digraphs and diphthongs; [and] r-controlled syllables . . .	Bossy-r Vowels: air, are, ear Bossy-r Vowels: ear, eer
	2.2.C.i demonstrate and apply spelling knowledge by: spelling . . . words with closed syllables; open syllables; . . . [and] vowel teams, including digraphs and diphthongs . . .	Long and Short Vowels: o Long and Short Vowels: u
	2.2.C.ii demonstrate and apply spelling knowledge by: spelling words with silent letters such as knife and gnat;	Silent Letters kn, mb, wr Silent Letters
	2.2.C.v demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns . . .	Dividing Around One Consonant
	2.2.C.v demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	Dividing Between Two Consonants
	2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with . . . inflectional endings . . .	Suffixes -less, -ness Suffix -en
	2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with . . . inflectional endings, including -s . . .	Ending -s
	2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with . . . inflectional endings, including . . . -ed [and] -ing . . .	Endings -ed, -ing
	2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with prefixes . . .	Prefix pre-

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


Grade 2 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with prefixes, including . . . dis- . . .	Prefixes mis-, dis-
2.2.C.vi demonstrate and apply spelling knowledge by: spelling words with prefixes, including . . . re- . . .	Prefix re-
2.3.A use . . . digital resources to determine meaning and pronunciation of unknown words;	<p>Determine Word Meanings Using Known Words and Prefixes pre- and mis-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ful and -less</p> <p>Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous</p> <p>Determine the Meanings of Related Words in a Word Family: define and purpose</p> <p>Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-</p> <p>Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ment and -able</p> <p>Determine the Meanings of Related Words in a Word Family: place and agree</p> <p>Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness</p> <p>Determine Word Meanings Using Roots bio and geo</p>

**This lesson is related to the aligned standard*

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


Grade 2 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Determine the Meanings of Related Words in a Word Family: vary and consider
2.3.B use context . . . to determine the meaning of unfamiliar words;	Close Reading: Determine Word Meanings Determine Word Meanings Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15

**This lesson is related to the aligned standard*

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


Grade 2 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Working with Words: 16</p> <p>Working with Words: 17</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 20</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p> <p>Working with Words: 24</p>
2.3.C identify the meaning of . . . words with affixes . . . -er . . .	Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness
2.3.C identify the meaning of . . . words with affixes . . . -ion/tion . . .	Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous
2.3.D identify . . . antonyms . . .	<p>Working with Words: 3</p> <p>Working with Words: 4</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 11</p> <p>Working with Words: 12</p> <p>Working with Words: 15</p> <p>Working with Words: 19</p>

**This lesson is related to the aligned standard*


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

Grade 2 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Working with Words: 20
2.3.D identify . . . synonyms . . .	Working with Words: 1 Working with Words: 2 Working with Words: 5 Working with Words: 6 Working with Words: 9 Working with Words: 10 Working with Words: 13 Working with Words: 14 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 22 Working with Words: 23 Working with Words: 24
2.3.D identify, use, and explain the meaning of . . . synonyms . . . in context.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 4

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


Grade 2 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
2.3.D identify, use, and explain the meaning of antonyms . . . in context.	Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 5
2.6.B generate questions about text . . . to deepen understanding . . .	Close Reading: Ask and Answer Questions About Stories Describe Stories
2.6.B generate questions about text . . . to deepen understanding and gain information;	Close Reading: Ask and Answer Questions About Key Details Identify Relevant Details
2.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Close Reading: Use Text Features, Part 1* Close Reading: Use Text Features, Part 2* Use Text Features, Part 1*
2.6.E make connections to . . . ideas in other texts . . .	Close Reading: Compare and Contrast Stories Close Reading: Compare and Contrast Two Texts
2.6.E make connections to personal experiences, ideas in other texts, and society;	Close Reading: Describe Connections Between Historical Events* Close Reading: Describe Connections Between Steps* Close Reading: Describe Connections Between Scientific Ideas* Describe Connections Between Historical Events*

**This lesson is related to the aligned standard*

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


Grade 2 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Describe Connections Between Steps*
2.6.G . . . determine key ideas;	Identify the Central Idea
2.6.G evaluate details read to determine key ideas;	Close Reading: Ask and Answer Questions About Stories Close Reading: Ask and Answer Questions About Key Details Close Reading: Recount Stories* Close Reading: Determine the Central Message Identify Relevant Details Describe Stories Determine the Central Message
2.6.H synthesize information to create new understanding; and	Close Reading: Explain How Images Support Text Explain How Images Support Text Connect Words and Pictures
2.6.I . . . make adjustments such as . . . asking questions when understanding breaks down.	Identify Relevant Details Describe Stories
2.6.I monitor comprehension and make adjustments such as . . . asking questions when understanding breaks down.	Close Reading: Ask and Answer Questions About Stories Close Reading: Ask and Answer Questions About Key Details
2.7.C use text evidence to support an appropriate response;	Close Reading: Ask and Answer Questions About Stories

**This lesson is related to the aligned standard*


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

Grade 2 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Close Reading: Ask and Answer Questions About Key Details Identify Relevant Details* Describe Stories*
2.7.D retell . . . texts in ways that maintain meaning and logical order;	Close Reading: Recount Stories Retell Texts
2.7.D retell and paraphrase texts in ways that maintain meaning and logical order;	Close Reading: Determine the Central Message* Determine the Central Message*
2.8.A . . . determine theme using text evidence . . .	Close Reading: Determine the Central Message Determine the Central Message
2.8.A discuss topics and determine theme using text evidence with adult assistance;	Close Reading: Recount Stories* Retell Texts*
2.8.B describe the main character's (characters') . . . traits;	Close Reading: Describing Characters
2.8.B describe the main character's (characters') internal and external traits;	Close Reading: Describe How Characters Act* Describe How Characters Act*
2.8.C describe and understand plot elements, including the main events . . . for texts read . . .	Close Reading: Describe How Characters Act Connect Words and Pictures
2.8.D describe the importance of the setting.	Connect Words and Pictures*


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

Grade 2 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	2.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;	Close Reading: Determine the Central Message* Retell Texts* Determine the Central Message*
	2.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, [and] fables . . .	Close Reading: Determining the Central Message
	2.9.B explain . . . structures in . . . poems;	Close Reading: What Are Poems Made Of? Parts of Poems Close Reading: Elements of Poetry
	2.9.B explain visual patterns and structures in a variety of poems;	Elements of Poetry* Comparing Poems and Prose*
	2.9.C discuss elements of drama . . .	Close Reading: What Are Plays Made Of? Parts of Plays
	2.9.D.i recognize characteristics and structures of informational text, including: the central idea . . .	Identify the Central Idea Identify Author's Purpose
	2.9.D.i recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance;	Close Reading: Identify Author's Purpose
	2.9.D.ii recognize characteristics and structures of informational text, including: . . . graphics to . . . gain information; and	Close Reading: Explain How Images Support Text Explain How Images Support Text

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


Grade 2 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Close Reading: Connect Words and Pictures in Informational Text
2.9.D.ii recognize characteristics and structures of informational text, including: features . . . to locate and gain information; and	Close Reading: Use Text Features, Part 1 Close Reading: Use Text Features, Part 2 Use Text Features, Part 1
2.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as . . . cause and effect . . .	Text Features Close Reading: Text Structures: Cause-Effect and Compare-Contrast Text Structures, Part 1
2.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as chronological order . . .	Close Reading: Text Structures: Chronology and Problem-Solution Text Structures, Part 2
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	Close Reading: Describe How Authors Use Reasons to Support Ideas* Understand How Comparisons are Made*
2.10.A discuss the author's purpose for writing text;	Close Reading: Identify Author's Purpose Identify Author's Purpose
2.10.B discuss how the use of text structure contributes to the author's purpose;	Close Reading: What Are Poems Made Of? * Text Features* Parts of Poems*
2.10.C discuss the author's use of print and graphic features to achieve specific purposes;	Close Reading: Explain How Images Support Text Explain How Images Support Text

**This lesson is related to the aligned standard*


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

Grade 2 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
2.10.D discuss the use of . . . figurative language;	Close Reading: Describe Rhythm and Meaning in Poems Close Reading: Describe Sound and Meaning in Stories Describe Sound and Meaning in Stories
2.10.F . . . explain the use of repetition.	Describe Sound and Meaning in Stories
2.10.F identify and explain the use of repetition.	Close Reading: Describe Rhythm and Meaning in Poems* Close Reading: Describe Sound and Meaning in Stories
2.13.C identify and gather relevant . . . information . . .	Explain How Images Support Text
2.13.C identify and gather relevant . . . information to answer the questions;	Close Reading: Explain How Images Support Text
2.13.E demonstrate understanding of information gathered;	Close Reading: Explain How Images Support Text Explain How Images Support Text


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

Grade 3

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
3.2.A.i demonstrate and apply phonetic knowledge by: decoding . . . words with multiple sound-spelling patterns such as . . . ough . . .	Sounds for ough
3.2.A.i demonstrate and apply phonetic knowledge by: decoding . . . words with multiple sound-spelling patterns such as eigh . . .	Sounds for igh, eigh
3.2.A.i demonstrate and apply phonetic knowledge by: decoding multisyllabic words with multiple sound-spelling patterns such as . . . en;	Suffix -en
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding . . . words with closed syllables; . . . [and] vowel teams, including digraphs and diphthongs . . .	Long and Short Vowels: a Long and Short Vowels: i Long and Short Vowels: u
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding . . . words with closed syllables; open syllables; . . . [and] vowel teams, including digraphs and diphthongs . . .	Long and Short Vowels: o Long and Short Vowels: e
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words . . .	Reading Multisyllabic Words with Medial Vowels
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . final stable syllables;	Final Syllable -ture Syllables -tion, -sion, -ion
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . open syllables . . .	Reading Multisyllabic Words That Divide Between Two Vowels
3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . r-controlled syllables . . .	Bossy-r Syllables

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


Grade 3 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . VCe syllables . . .	VCe Syllables
	3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables . . .	Reading Multisyllabic Words That Divide Between Consonants
	3.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; [and] open syllables . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
	3.2.A.iv demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as . . . VCV . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
	3.2.A.iv demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV . . . and VCCCV . . .	Reading Multisyllabic Words That Divide Between Consonants
	3.2.A.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes;	Reading Multisyllabic Words with Prefixes in-, im- Reading Multisyllabic Words with Prefixes dis-, mis-, non- Reading Multisyllabic Words with a Prefix and a Suffix
	3.2.A.vi demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes . . .	Read Words with the Suffix -ly Read Words with the Suffix -ful Read Words with the Suffixes -er, -or Read Words with the Suffix -y Read Words with the Suffixes -less, -ness

**This lesson is related to the aligned standard*

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


Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Read Words with the Suffix -en</p> <p>Reading Multisyllabic Words with Suffixes -less, -ful</p> <p>Reading Multisyllabic Words with Suffixes -ous, -able</p> <p>Reading Multisyllabic Words with Suffixes -ment, -ness</p> <p>Reading Multisyllabic Words with Suffixes -er, -or</p> <p>Reading Multisyllabic Words with Two Suffixes</p>
3.2.A.vi demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as . . . changing y to i . . .	<p>Changing y to i with Endings -es, -ed</p>
3.2.A.vi demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e . . . and doubling final consonants; and	<p>Doubling and Dropping with Endings -ed, -ing</p>
3.2.A.vii demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list;	<p>High-Frequency Words: Lesson 30</p> <p>High-Frequency Words: Lesson 31</p> <p>High-Frequency Words: Lesson 32</p> <p>High-Frequency Words: Lesson 33</p> <p>High-Frequency Words: Lesson 34</p>

**This lesson is related to the aligned standard*

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


Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>High-Frequency Words: Lesson 35</p> <p>High-Frequency Words: Lesson 36</p> <p>High-Frequency Words: Lesson 37</p> <p>High-Frequency Words: Lesson 38</p> <p>Sounds for ch*</p> <p>Silent Letters*</p> <p>Sounds for ear*</p>
3.2.B.i demonstrate and apply spelling knowledge by: spelling . . . words with closed syllables; . . . [and] vowel teams, including digraphs and diphthongs . . .	<p>Long and Short Vowels: a</p>
3.2.B.i demonstrate and apply spelling knowledge by: spelling . . . words with closed syllables; open syllables; . . . [and] vowel teams, including digraphs and diphthongs . . .	<p>Long and Short Vowels: e</p>
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words . . .	<p>Reading Multisyllabic Words with Medial Vowels</p>
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . final stable syllables;	<p>Final Syllable -ture</p> <p>Syllables -tion, -sion, -ion</p>
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . open syllables . . .	<p>Reading Multisyllabic Words That Divide Between Two Vowels</p>
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . r-controlled syllables . . .	<p>Bossy-r Syllables</p>

**This lesson is related to the aligned standard*


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

Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . VCe syllables . . .	VCe Syllables
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables . . .	Reading Multisyllabic Words That Divide Between Consonants
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Sounds for ch* Silent Letters* Sounds for ear*
3.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; [and] open syllables . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
3.2.B.iv demonstrate and apply spelling knowledge by: spelling . . . words with multiple sound-spelling patterns;	Sounds for igh, eigh
3.2.B.iv demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns;	Sounds for ough* Suffix -en
3.2.B.v demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns such as . . . VCV . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
3.2.B.v demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns such as VCCV . . . and VCCCV;	Reading Multisyllabic Words That Divide Between Consonants
3.2.B.vi demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes; and	Reading Multisyllabic Words with a Prefix and a Suffix

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


Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
3.2.B.vii demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes . . .	Reading Multisyllabic Words with Two Suffixes Reading Multisyllabic Words with a Prefix and a Suffix
3.2.B.vii demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e . . . and doubling final consonants;	Doubling and Dropping with Endings -ed, -ing
3.2.B.vii demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	Changing y to i with Endings -es, -ed*
3.3.A use . . . digital resources to determine meaning . . . and pronunciation;	Determine Word Meanings Using Known Words and Prefixes pre- and mis- Determine Word Meanings Using Known Words and Suffixes -ful and -less Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous Determine the Meanings of Related Words in a Word Family: define and purpose Determine Word Meanings Using Known Words and Prefixes in-/im- and mid- Determine Word Meanings Using Known Words and Prefixes dis- and en-/em- Determine Word Meanings Using Known Words and Suffixes -ment and -able

**This lesson is related to the aligned standard*

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


Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Determine the Meanings of Related Words in a Word Family: place and agree</p> <p>Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness</p> <p>Determine Word Meanings Using Roots bio and geo</p> <p>Determine the Meanings of Related Words in a Word Family: vary and consider</p>
<p>3.3.B use context within . . . a sentence to determine the meaning of unfamiliar words . . .</p>	<p>Close Reading: Unfamiliar Words</p> <p>Determine Word Meanings Using Context Clues 1</p> <p>Determine Word Meanings Using Context Clues 2</p> <p>Determine Word Meanings Using Context Clues 3</p> <p>Determine Word Meanings Using Context Clues 4</p>
<p>3.3.C identify the meaning of . . . words with affixes . . .</p>	<p>Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous</p> <p>Determine the Meanings of Related Words in a Word Family: define and purpose</p> <p>Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ment and -able</p>

**This lesson is related to the aligned standard*


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

Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Determine the Meanings of Related Words in a Word Family: place and agree</p> <p>Determine the Meanings of Related Words in a Word Family: vary and consider</p>
3.3.C identify the meaning of . . . words with affixes such as . . . -ful; and	Determine Word Meanings Using Known Words and Suffixes -ful and -less
3.3.C identify the meaning of . . . words with affixes such as . . . -ness . . .	Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness
3.3.C identify the meaning of . . . words with affixes such as . . . pre- . . .	Determine Word Meanings Using Known Words and Prefixes pre- and mis-
3.3.C identify the meaning of . . . words with affixes such as im- (into) . . . [and] in- (not, non) . . .	Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-
3.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<p>Determine Word Meanings Using Context Clues 1*</p> <p>Determine Word Meanings Using Context Clues 2*</p> <p>Determine Word Meanings Using Context Clues 4*</p> <p>Determine Word Meanings Using Context Clues 5*</p>
3.6.B generate questions about text . . . to deepen understanding . . .	<p>Close Reading: Asking Questions About Key Ideas</p> <p>Close Reading: Asking Questions About Stories</p> <p>Ask Questions About Stories</p>

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


Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
3.6.B generate questions about text . . . to deepen understanding and gain information;	Ask Questions about Key Ideas in an Informational Text
3.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Text Features*
3.6.E make connections to . . . ideas in other texts . . .	Close Reading: Compare and Contrast Two Texts Close Reading: Integrating Information from Two Sources
3.6.F . . . use evidence to support understanding;	Ask Questions about Key Ideas in an Informational Text Close Reading: Describing Settings and Events in Stories
3.6.F make inferences and use evidence to support understanding;	Determine the Central Message of a Folktale Close Reading: Determining the Theme of a Poem Close Reading: Describing Characters in Plays Close Reading: Supporting Inferences About Informational Texts Inferences About Informational Texts Identifying Central Idea
3.6.G evaluate details read to determine key ideas;	Close Reading: Determining the Central Message Close Reading: Recounting Stories*

**This lesson is related to the aligned standard*

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


Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Close Reading: Finding Main Ideas and Details</p> <p>Close Reading: Recounting Key Details*</p> <p>Determine the Central Message of a Folktale</p> <p>Retell Relevant Details</p>
<p>3.6.H synthesize information to create new understanding; and</p>	<p>Close Reading: Connect Words and Pictures in Informational Text</p> <p>Information from Words and Pictures</p> <p>Connecting Words and Pictures in Stories</p>
<p>3.7.C use text evidence to support an appropriate response;</p>	<p>Close Reading: Asking Questions About Key Ideas</p> <p>Close Reading: Asking Questions About Stories</p> <p>Ask Questions about Key Ideas in an Informational Text</p> <p>Ask Questions About Stories</p>
<p>3.7.D retell . . . texts in ways that maintain meaning and logical order;</p>	<p>Close Reading: Recounting Stories</p> <p>Close Reading: Finding Main Ideas and Details</p> <p>Close Reading: Recounting Key Details</p> <p>Recounting a Story</p> <p>Retell Relevant Details</p>

**This lesson is related to the aligned standard*


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

Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
3.7.D retell and paraphrase texts in ways that maintain meaning and logical order;	Close Reading: Determining the Central Message*
3.7.F [use] newly acquired vocabulary as appropriate; and	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Known Words and Prefixes pre- and mis- Determine Word Meanings Using Known Words and Suffixes -ful and -less Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous Determine the Meanings of Related Words in a Word Family: define and purpose Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Known Words and Prefixes in-/im- and mid- Determine Word Meanings Using Known Words and Prefixes dis- and en-/em- Determine Word Meanings Using Known Words and Suffixes -ment and -able Determine the Meanings of Related Words in a Word Family: place and agree

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


Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Determine Word Meanings Using Context Clues 4</p> <p>Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness</p> <p>Determine Word Meanings Using Roots bio and geo</p> <p>Determine the Meanings of Related Words in a Word Family: vary and consider</p>
3.7.G discuss specific ideas in the text that are important to the meaning.	Close Reading: Determining the Central Message*
3.8.A infer the theme of a work . . .	<p>Determine the Central Message of a Folktale</p> <p>Close Reading: Determining the Theme of a Story</p> <p>Close Reading: Determining the Theme of a Poem</p> <p>Theme of a Poem</p>
3.8.A infer the theme of a work, distinguishing theme from topic;	<p>Close Reading: Comparing/Contrasting Stories*</p> <p>Comparing and Contrasting Stories*</p> <p>Close Reading: Finding the Theme of a Poem</p>
3.8.B explain the relationships among the major and minor characters;	<p>Close Reading: Describing Characters*</p> <p>Understanding Characters*</p>
3.8.C analyze plot elements, including the sequence of events . . .	Close Reading: Describing Characters

**This lesson is related to the aligned standard*

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


Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Close Reading: What Are Stories Made Of? Understanding Characters Close Reading: Describing Settings and Events in Stories
3.8.C analyze plot elements, including the sequence of events, the conflict, and the resolution; and	Close Reading: Recounting Stories* Close Reading: Asking Questions About Stories* Ask Questions About Stories*
3.8.D explain the influence of the setting on the plot.	Close Reading: Comparing/Contrasting Stories* Close Reading: Asking Questions About Stories* Ask Questions About Stories* Comparing and Contrasting Stories* Close Reading: Describing Settings and Events in Stories* Close Reading: Elements of Plays* Describing Settings and Events*
3.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, . . . and myths;	Close Reading: Determining the Central Message
3.9.A demonstrate knowledge of distinguishing characteristics of well-known	Comparing Story Topics and Themes Comparing Patterns of Events

**This lesson is related to the aligned standard*


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

Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
children's literature such as folktales, fables, fairy tales, legends, and myths;	
3.9.B explain . . . structural elements such as stanzas in . . . poems;	Close Reading: What Are Poems Made Of? Parts of Poems
3.9.B explain rhyme scheme [and] sound devices . . . in . . . poems;	Close Reading: Describe Rhythm and Meaning in Poems Close Reading: Describe Sound and Meaning in Stories
3.9.C discuss elements of drama . . .	Close Reading: What Are Plays Made Of? Parts of Plays
3.9.C discuss elements of drama such as characters . . .	Close Reading: Describing Characters in Plays
3.9.C discuss elements of drama such as characters, dialogue, setting, and acts;	Elements of Plays
3.9.D.i recognize characteristics and structures of informational text, including: . . . supporting evidence;	Close Reading: Recounting Key Details Retell Relevant Details
3.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;	Close Reading: Finding Main Ideas and Details Find Central Idea in an Informational Text
3.9.D.ii recognize characteristics and structures of informational text, including: features . . . to support understanding; and	Close Reading: Connect Words and Pictures in Informational Text Text Features
3.9.D.ii recognize characteristics and structures of informational text, including: features such as . . . graphs [and] timelines . . . to support understanding; and	Interpreting Visual Information

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


Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
3.9.D.ii recognize characteristics and structures of informational text, including: features such as sections . . . and bold . . . font to support understanding; and	Use Text Features, Part 1
3.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns . . .	Close Reading: Describing Comparisons Understand How Comparisons are Made
3.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as . . . problem and solution;	Close Reading: Text Structures: Chronology and Problem-Solution Text Structures, Part 2
3.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect . . .	Close Reading: Making Connections Between Sentences and Paragraphs Understanding Scientific Texts Text Features How Sentences and Paragraphs Connect Close Reading: Text Structures: Cause-Effect and Compare-Contrast Understanding Technical Texts Text Structures, Part 1
3.9.E.i recognize characteristics and structures of argumentative text by: identifying the claim;	Close Reading: Finding Main Ideas and Details* Close Reading: Recounting Key Details* Retell Relevant Details*
3.10.A explain the author's . . . message within a text;	Close Reading: Determining the Central Message

**This lesson is related to the aligned standard*


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

Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Identifying Perspective About a Topic
3.10.B explain how the use of text structure contributes to the author's purpose;	Close Reading: What Are Poems Made Of? * <p>Text Features*</p> <p>Parts of Poems*</p> <p>Close Reading: Text Structures: Cause-Effect and Compare-Contrast*</p> <p>Close Reading: Text Structures: Chronology and Problem-Solution*</p> <p>Text Structures, Part 1*</p> <p>Text Structures, Part 2*</p>
3.10.C explain the author's use of . . . graphic features to achieve specific purposes;	Close Reading: Connect Words and Pictures in Informational Text <p>Information from Words and Pictures</p> <p>Connecting Words and Pictures in Stories</p> <p>Interpreting Visual Information</p>
3.10.D describe how the author's use of . . . figurative language . . . and sound devices . . . achieves specific purposes;	Close Reading: Describe Sound and Meaning in Stories
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;	Understanding Literal and Non-Literal Language*
3.10.E identify the use of literary devices, including . . . point of view;	Identifying Perspective in a Story


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

Grade 3 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
3.13.C identify and gather relevant information . . .	Close Reading: Connect Words and Pictures in Informational Text Information from Words and Pictures
3.13.E demonstrate understanding of information gathered;	Close Reading: Connect Words and Pictures in Informational Text Information from Words and Pictures


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

Grade 4

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
4.2.A.i demonstrate and apply phonetic knowledge by: decoding words with specific orthographic patterns and rules . . .	Sounds for ch Silent Letters Sounds for ear
4.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words . . .	Reading Multisyllabic Words with Medial Vowels
4.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with . . . open syllables . . .	Reading Multisyllabic Words That Divide Between Two Vowels
4.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables . . .	Reading Multisyllabic Words That Divide Between Consonants
4.2.A.ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; [and] open syllables . . .	Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
4.2.A.iii demonstrate and apply phonetic knowledge by: decoding words using advanced knowledge of syllable division patterns such as VV;	Reading Multisyllabic Words That Divide Between Two Vowels
4.2.A.iv demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes;	Reading Multisyllabic Words with Prefixes in-, im- Reading Multisyllabic Words with Prefixes dis-, mis-, non- Reading Multisyllabic Words with a Prefix and a Suffix
4.2.A.v demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes . . .	Reading Multisyllabic Words with Suffixes -less, -ful


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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Reading Multisyllabic Words with Suffixes -ous, -able</p> <p>Reading Multisyllabic Words with Suffixes -ment, -ness</p> <p>Reading Multisyllabic Words with Suffixes -er, -or</p> <p>Reading Multisyllabic Words with Two Suffixes</p>
<p>4.2.A.vi demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list;</p>	<p>Sounds for ch*</p> <p>Silent Letters*</p> <p>Sounds for ear*</p>
<p>4.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words . . .</p>	<p>Reading Multisyllabic Words with Medial Vowels</p>
<p>4.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with . . . open syllables . . .</p>	<p>Reading Multisyllabic Words That Divide Between Two Vowels</p>
<p>4.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables . . .</p>	<p>Reading Multisyllabic Words That Divide Between Consonants</p>
<p>4.2.B.i demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; [and] open syllables . . .</p>	<p>Reading Multisyllabic Words That Divide Between a Vowel and a Consonant</p>
<p>4.2.B.iv demonstrate and apply spelling knowledge by: spelling words using . . . knowledge of syllable division patterns;</p>	<p>Reading Multisyllabic Words That Divide Between Consonants</p> <p>Reading Multisyllabic Words That Divide Between a Vowel and a Consonant</p>

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


Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
4.2.B.iv demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns;	Reading Multisyllabic Words That Divide Between Two Vowels
4.2.B.v demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes; and	Reading Multisyllabic Words with a Prefix and a Suffix
4.2.B.vi demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes . . .	Reading Multisyllabic Words with Two Suffixes Reading Multisyllabic Words with a Prefix and a Suffix
4.3.A use . . . digital resources to determine meaning . . . and pronunciation;	Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Roots port and struct Determine the Meanings of Related Words in a Word Family: identify and attach Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Suffixes -ive and -age Determine Word Meanings Using Roots aud and spect Determine the Meanings of Related Words in a Word Family: create and inform Determine Word Meanings Using Prefixes il-/ir- and fore-

**This lesson is related to the aligned standard*


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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Determine the Meanings of Related Words in a Word Family: distinct and depend
4.3.B use context . . . to determine the relevant meaning of unfamiliar words . . .	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Context Clues 5 Determine Word Meaning Understanding Allusions to Myths
4.3.C determine the meaning of . . . words with . . . roots . . .	Determine Word Meanings Using Roots port and struct Determine Word Meanings Using Roots aud and spect
4.3.C determine the meaning of . . . words with affixes . . .	Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Suffixes -ive and -age


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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Determine Word Meanings Using Prefixes il-/ir- and fore-
4.3.C determine the meaning of . . . words with affixes . . . and roots . . .	Determine the Meanings of Related Words in a Word Family: identify and attach Determine the Meanings of Related Words in a Word Family: create and inform Determine the Meanings of Related Words in a Word Family: distinct and depend
4.6.B generate questions about text . . . to deepen understanding . . .	Close Reading: Asking Questions About Key Ideas Close Reading: Asking Questions About Stories Ask Questions About Stories
4.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Text Features*
4.6.E make connections to . . . ideas in other texts . . .	Analyzing Accounts of the Same Topic Compare and Contrast Point of View
4.6.E make connections to personal experiences, ideas in other texts, and society;	Close Reading: Connecting Presentations of a Text*
4.6.F . . . use evidence to support understanding;	Close Reading: Describing Settings and Events in Stories Understanding Technical Texts Evaluating Arguments in an Informational Text

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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
<p>4.6.F make inferences and use evidence to support understanding;</p>	<p>Close Reading: Determining the Theme of a Poem</p> <p>Close Reading: Describing Characters in Plays</p> <p>Close Reading: Supporting Inferences About Informational Texts</p> <p>Inferences About Informational Texts</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Informational Texts</p> <p>Inferences in a Story</p> <p>Identifying Central Idea</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p>

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


Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
<p>4.6.G . . . determine key ideas;</p>	<p>Building Sentence Comprehension: Replaced Words and Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p>
<p>4.6.G evaluate details read to determine key ideas;</p>	<p>Close Reading: Determining the Theme of a Story</p> <p>Close Reading: Determining the Theme of a Poem</p> <p>Close Reading: Finding Main Ideas and Details</p> <p>Close Reading: Summarizing Informational Texts*</p> <p>Close Reading: Summarizing Literary Texts</p> <p>Theme of a Poem</p>

**This lesson is related to the aligned standard*

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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Summarizing Informational Text* Understanding Technical Texts Evaluating Arguments in an Informational Text
4.6.H synthesize information to create new understanding; and	Close Reading: Connecting Presentations of a Text Close Reading: Integrating Information from Two Sources Interpreting Visual Information Analyzing Accounts of the Same Topic Integrating Information
4.7.B . . . demonstrate understanding of texts, including comparing and contrasting ideas across . . . sources;	Compare and Contrast Point of View
4.7.B . . . demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	Analyzing Accounts of the Same Topic Comparing Story Topics and Themes Comparing Patterns of Events
4.7.B write responses that demonstrate understanding of texts, including . . . ideas across a variety of sources;	Integrating Information
4.7.C use text evidence to support an appropriate response;	Close Reading: Determining the Theme of a Poem Close Reading: Describing Characters in Plays

**This lesson is related to the aligned standard*


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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Close Reading: Describing Settings and Events in Stories</p> <p>Close Reading: Supporting Inferences About Informational Texts</p> <p>Inferences About Informational Texts</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Informational Texts</p> <p>Inferences in a Story</p> <p>Identifying Central Idea</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Literature</p> <p>Understanding Technical Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Evaluating Arguments in an Informational Text</p>

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


Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts
4.7.D . . . summarize texts in ways that maintain meaning . . .	Close Reading: Summarizing Informational Texts Close Reading: Summarizing Literary Texts Summarizing Informational Text Summarizing Literary Text
4.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	Close Reading: Determining the Theme of a Story* Close Reading: Determining the Theme of a Poem* Close Reading: Finding Main Ideas and Details* Theme of a Poem*
4.7.F . . . [use] newly acquired vocabulary as appropriate; and	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Roots port and struct Determine the Meanings of Related Words in a Word Family: identify and attach Determine Word Meanings Using Context Clues 2

**This lesson is related to the aligned standard*


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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Determine Word Meanings Using Context Clues 3</p> <p>Determine Word Meanings Using Prefixes trans- and de-</p> <p>Determine Word Meanings Using Suffixes -ive and -age</p> <p>Determine Word Meanings Using Roots aud and spect</p> <p>Determine the Meanings of Related Words in a Word Family: create and inform</p> <p>Determine Word Meanings Using Context Clues 4</p> <p>Determine Word Meanings Using Prefixes il-/ir- and fore-</p> <p>Determine Word Meanings Using Context Clues 5</p> <p>Determine the Meanings of Related Words in a Word Family: distinct and depend</p>
<p>4.7.F respond using newly acquired vocabulary as appropriate; and</p>	<p>Close Reading: Elements of Plays*</p> <p>Elements of Poetry*</p> <p>Elements of Plays*</p>
<p>4.7.G discuss specific ideas in the text that are important to the meaning.</p>	<p>Close Reading: Determining the Theme of a Story*</p>


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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Close Reading: Determining the Theme of a Poem* Theme of a Poem*
4.8.A infer basic themes supported by text evidence;	Close Reading: Determining the Theme of a Story* Close Reading: Determining the Theme of a Poem Close Reading: Supporting Inferences About Informational Texts* Close Reading: Summarizing Literary Texts* Finding the Theme of a Story Theme of a Poem* Summarizing Literary Text*
4.8.B explain . . . characters and the changes they undergo;	Close Reading: Finding the Theme of a Story Theme of a Story
4.8.B explain the interactions of the characters . . .	Close Reading: Comparing and Contrasting Characters in Drama Comparing and Contrasting Settings and Events
4.8.B explain the interactions of the characters and the changes they undergo;	Close Reading: Describing Characters in Plays* Describing Characters*


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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
4.8.C analyze plot elements . . .	Close Reading: Describing Settings and Events in Stories
4.8.C analyze plot elements, including the rising action, climax, falling action, and resolution; and	Close Reading: Describing Characters in Plays* Describing Settings and Events*
4.8.D explain the influence of the setting, including historical and cultural settings, on the plot.	Close Reading: Describing Settings and Events in Stories* Describing Settings and Events*
4.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	Comparing Story Topics and Themes Comparing Patterns of Events
4.9.B explain figurative language such as simile, metaphor, and personification . . .	Understanding Literal and Non-Literal Language
4.9.C explain structure in drama such as character tags, acts, scenes, and stage directions;	Close Reading: Elements of Plays* Elements of Plays*
4.9.D.i recognize characteristics and structures of informational text, including: . . . supporting evidence;	Close Reading: Understanding Technical Texts Close Reading: Understanding Historical Texts Understanding Technical Texts Understanding Scientific Texts Understanding Historical Texts
4.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;	Close Reading: Finding Main Ideas and Details


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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Close Reading: Summarizing Informational Texts Identifying Central Idea Summarizing Informational Text
4.9.D.ii recognize characteristics and structures of informational text, including: features such as . . . diagrams to support understanding; and	Interpreting Visual Information
4.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns . . .	Close Reading: Text Structures: Chronology and Problem-Solution Text Structures, Part 2
4.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast;	Close Reading: Text Structures: Cause-Effect and Compare-Contrast Text Structures, Part 1
4.9.E.i identifying the claim;	Evaluating Arguments in an Informational Text
4.9.E.ii explaining how the author has used facts for an argument; and	Evaluating Arguments in an 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	Close Reading: Explaining an Author's Reasons and Evidence*
4.9.E.iii recognize characteristics and structures of argumentative text by: identifying the intended audience or reader; and	Close Reading: Explaining an Author's Reasons and Evidence*
4.10.A explain the author's . . . message within a text;	Close Reading: Determining the Theme of a Story


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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Close Reading: Determining the Theme of a Poem</p> <p>Theme of a Poem</p>
<p>4.10.A explain the author's purpose . . . within a text;</p>	<p>Close Reading: Explaining an Author's Reasons and Evidence</p>
<p>4.10.B explain how the use of text structure contributes to the author's purpose;</p>	<p>Close Reading: Elements of Poetry</p> <p>Close Reading: Elements of Plays*</p> <p>Close Reading: Text Structures: Cause-Effect and Compare-Contrast*</p> <p>Close Reading: Text Structures: Chronology and Problem-Solution*</p> <p>Understanding Technical Texts*</p> <p>Elements of Poetry*</p> <p>Elements of Plays*</p> <p>Comparing Poems and Prose*</p> <p>Text Structures, Part 1*</p> <p>Text Structures, Part 2*</p>
<p>4.10.C analyze the author's use of . . . graphic features to achieve specific purposes;</p>	<p>Connecting Words and Pictures in Stories</p> <p>Interpreting Visual Information</p> <p>Close Reading: Analyzing Visual Elements in Literary Texts</p>


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

Grade 4 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
4.10.D describe how the author's use of . . . sound devices such as alliteration and assonance achieves specific purposes;	Close Reading: Describe Sound and Meaning in Stories
4.10.E identify and understand the use of literary devices, including first- or third-person point of view;	Compare and Contrast Point of View
4.13.C identify and gather relevant information . . .	Interpreting Visual Information
4.13.C identify and gather relevant information from a variety of sources;	Close Reading: Integrating Information from Two Sources Integrating Information
4.13.D identify primary and secondary sources;	Analyzing Accounts of the Same Topic
4.13.E demonstrate understanding of information gathered;	Close Reading: Integrating Information from Two Sources Interpreting Visual Information Integrating Information


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

Grade 5

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
<p>5.3.A use . . . digital resources to determine meaning . . . [and] pronunciation . . .</p>	<p>Determine Word Meanings Using Prefixes inter- and anti-</p> <p>Determine Word Meanings Using Suffixes -al and -ity</p> <p>Determine Word Meanings Using Roots scrib/scrip and phon</p> <p>Determine the Meanings of Related Words in a Word Family: respond and construct</p> <p>Determine Word Meanings Using Prefixes multi- and semi-</p> <p>Determine Word Meanings Using Suffixes -ian and -ious</p> <p>Determine Word Meanings Using Roots meter/mettr and ped</p> <p>Determine the Meanings of Related Words in a Word Family: state and legal</p> <p>Determine Word Meanings Using Roots dict and mit/miss</p> <p>Determine the Meanings of Related Words in a Word Family: achieve and rely</p>
<p>5.3.B use context . . . to determine the relevant meaning of unfamiliar words . . .</p>	<p>Determine Word Meanings Using Context Clues 1</p> <p>Determine Word Meanings Using Context Clues 2</p>


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

Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4 Unfamiliar Words
5.3.C identify the meaning of . . . words with . . . roots . . .	Determine Word Meanings Using Roots scrib/scrip and phon Determine Word Meanings Using Roots meter/metr and ped Determine Word Meanings Using Roots dict and mit/miss
5.3.C identify the meaning of . . . words with affixes . . . and roots . . .	Determine the Meanings of Related Words in a Word Family: respond and construct Determine the Meanings of Related Words in a Word Family: state and legal Determine the Meanings of Related Words in a Word Family: achieve and rely
5.3.C identify the meaning of . . . words with affixes. . .	Determine Word Meanings Using Prefixes inter- and anti- Determine Word Meanings Using Suffixes -al and -ity Determine Word Meanings Using Prefixes multi- and semi- Determine Word Meanings Using Suffixes -ian and -ious

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

Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
5.6.E make connections to . . . ideas in other texts . . .	Close Reading: Text Structures: Chronology and Problem-Solution Close Reading: Compare and Contrast Stories in the Same Genre Analyzing Accounts of the Same Topic Comparing Text Structures, Part 1 Comparing Text Structures, Part 2 Comparing and Contrasting Stories in the Same Genre Integrating Information
5.6.F . . . use evidence to support understanding;	Close Reading: Finding Main Ideas and Details Close Reading: Comparing and Contrasting Settings and Events Using Details to Explain Ideas in an Informational Text Understanding Historical Texts Analyzing Accounts of the Same Topic
5.6.F make inferences and use evidence to support understanding;	Close Reading: Using Details to Support Inferences Close Reading: Comparing and Contrasting Characters in Drama

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


Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Close Reading: Summarizing Informational Texts</p> <p>Close Reading: Inferences About Literary Text</p> <p>Inferences about Informational Text</p> <p>Using Details to Support Inferences in a Literary Text</p> <p>Inferences About Literary Text</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Literary Texts</p> <p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literature</p>
5.6.G . . . determine key ideas;	Building Sentence Comprehension: Replaced Words and Ideas in Literary Texts

**This lesson is related to the aligned standard*


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

Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literature</p>
<p>5.6.G evaluate details read to determine key ideas;</p>	<p>Close Reading: Summarizing Literary Texts</p> <p>Close Reading: Finding the Theme of a Poem</p> <p>Close Reading: Finding the Theme of a Story</p> <p>Close Reading: Finding Main Ideas and Details</p> <p>Close Reading: Summarizing Informational Texts</p> <p>Using Details to Explain Ideas in an Informational Text</p>

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


Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Main Ideas and Details in Historical Texts Identifying Central Idea Summarizing Informational Texts Theme of a Story Theme of a Poem Understanding Historical Texts* Analyzing Accounts of the Same Topic
5.6.H synthesize information to create new understanding; and	Close Reading: Analyzing Visual Elements in Literary Texts Integrating Information
5.7.B . . . demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	Close Reading: Text Structures: Cause-Effect and Compare-Contrast Close Reading: Text Structures: Chronology and Problem-Solution Close Reading: Compare and Contrast Stories in the Same Genre Comparing Text Structures, Part 1 Comparing Text Structures, Part 2 Comparing and Contrasting Stories in the Same Genre
5.7.C use text evidence to support an appropriate response;	Close Reading: Using Details to Support Inferences

**This lesson is related to the aligned standard*

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


Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Close Reading: Finding the Theme of a Story</p> <p>Close Reading: Finding Main Ideas and Details</p> <p>Close Reading: Comparing and Contrasting Characters in Drama</p> <p>Close Reading: Comparing and Contrasting Settings and Events</p> <p>Close Reading: Summarizing Informational Texts</p> <p>Close Reading: Inferences About Literary Text</p> <p>Using Details to Explain Ideas in an Informational Text</p> <p>Inferences about Informational Text</p> <p>Using Details to Support Inferences in a Literary Text</p> <p>Inferences About Literary Text</p> <p>Building Sentence Comprehension: Replaced Words and Ideas in Literary Texts</p> <p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Understanding Historical Texts</p>

**This lesson is related to the aligned standard*


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

Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Connecting and Completing Ideas in Literature</p> <p>Comparing and Contrasting Characters</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Analyzing Accounts of the Same Topic</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Understanding Supporting Evidence</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literature</p> <p>Integrating Information</p>
<p>5.7.D . . . summarize texts in ways that maintain meaning . . .</p>	<p>Close Reading: Summarizing Literary Texts</p> <p>Close Reading: Summarizing Informational Texts</p> <p>Identifying Central Idea</p> <p>Summarizing Informational Texts</p>
<p>5.7.D . . . summarize texts in ways that maintain meaning and logical order;</p>	<p>Summarizing a Story</p>

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


Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
<p>5.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p>Close Reading: Finding the Theme of a Poem*</p> <p>Close Reading: Finding the Theme of a Story*</p> <p>Close Reading: Finding Main Ideas and Details*</p> <p>Theme of a Story*</p> <p>Theme of a Poem*</p>
<p>5.7.F . . . [use] newly acquired vocabulary as appropriate; and</p>	<p>Determine Word Meanings Using Context Clues 1</p> <p>Determine Word Meanings Using Prefixes inter- and anti-</p> <p>Determine Word Meanings Using Suffixes -al and -ity</p> <p>Determine Word Meanings Using Roots scrib/scrip and phon</p> <p>Determine the Meanings of Related Words in a Word Family: respond and construct</p> <p>Determine Word Meanings Using Context Clues 2</p> <p>Determine Word Meanings Using Context Clues 3</p> <p>Determine Word Meanings Using Prefixes multi- and semi-</p>

**This lesson is related to the aligned standard*


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

Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Determine Word Meanings Using Suffixes -ian and -ious</p> <p>Determine Word Meanings Using Roots meter/metr and ped</p> <p>Determine the Meanings of Related Words in a Word Family: state and legal</p> <p>Determine Word Meanings Using Context Clues 4</p> <p>Determine Word Meanings Using Roots dict and mit/miss</p> <p>Determine the Meanings of Related Words in a Word Family: achieve and rely</p>
<p>5.7.G discuss specific ideas in the text that are important to the meaning.</p>	<p>Close Reading: Finding the Theme of a Poem*</p> <p>Close Reading: Finding the Theme of a Story*</p> <p>Close Reading: Analyzing Visual Elements in Literary Texts*</p> <p>Theme of a Story*</p> <p>Theme of a Poem*</p>
<p>5.8.A infer multiple themes within a text using text evidence;</p>	<p>Close Reading: Finding the Theme of a Poem*</p> <p>Close Reading: Finding the Theme of a Story*</p>


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

Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Theme of a Story* Theme of a Poem*
5.8.B analyze the relationships of and conflicts among the characters;	Close Reading: Summarizing Literary Texts* Close Reading: Finding the Theme of a Story* Close Reading: Comparing and Contrasting Characters in Drama* Theme of a Story* Comparing and Contrasting Characters
5.8.C analyze plot elements, including rising action, climax, falling action, and resolution; and	Summarizing a Story*
5.8.D analyze the influence of the setting, including historical and cultural settings, on the plot.	Comparing Story Topics and Themes* Comparing Patterns of Events* Close Reading: Comparing and Contrasting Settings and Events*
5.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	Comparing Story Topics and Themes Comparing Patterns of Events Close Reading: Compare and Contrast Stories in the Same Genre* Comparing and Contrasting Stories in the Same Genre*

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


Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
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;	Close Reading: Finding the Theme of a Poem* Close Reading: Language and Meaning* Determine Word Meanings Using Context Clues 3* Theme of a Poem* Figurative Language* Determine the Meaning of Figurative Language*
5.9.C explain structure in drama such as . . . scenes . . .	Close Reading: Understanding Structure in Drama Structure in Drama Analyzing Play Structure
5.9.C explain structure in drama such as . . . stage directions;	Close Reading: Elements of Plays
5.9.D.i recognize characteristics . . . of informational text, including: the central idea with supporting evidence;	Main Ideas and Details in Historical Texts
5.9.D.i recognize characteristics and structures of informational text, including: the central idea with supporting evidence;	Close Reading: Finding Main Ideas and Details Close Reading: Summarizing Informational Texts Close Reading: Understand Supporting Evidence Identifying Central Idea

**This lesson is related to the aligned standard*


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

Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Summarizing Informational Texts
5.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns . . .	Close Reading: Text Structures: Cause-Effect and Compare-Contrast Comparing Text Structures, Part 2
5.9.D.iii recognize characteristics and structures of informational text, including: organizational patterns such as logical order . . .	Close Reading: Text Structures: Chronology and Problem-Solution Comparing Text Structures, Part 1
5.9.E.i recognize characteristics and structures of argumentative text by: identifying the claim;	Understanding Supporting Evidence
5.9.E.ii recognize characteristics and structures of argumentative text by: explaining how the author has used facts for . . . an argument; and	Understanding Supporting Evidence
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	Close Reading: Understand Supporting Evidence*
5.10.A explain the author's . . . message within a text;	Close Reading: Finding the Theme of a Poem Theme of a Poem
5.10.B analyze how the use of text structure contributes to the author's purpose;	Close Reading: Understanding Structure in Poetry* Close Reading: Understanding Structure in Stories* Close Reading: Understanding Structure in Drama*


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

Grade 5 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Close Reading: Analyzing Visual Elements in Literary Texts*</p> <p>Close Reading: Text Structures: Cause-Effect and Compare-Contrast*</p> <p>Close Reading: Text Structures: Chronology and Problem-Solution*</p> <p>Structure in Drama*</p> <p>Comparing Text Structures, Part 1*</p> <p>Comparing Text Structures, Part 2*</p>
5.10.C analyze the author's use of . . . graphic features to achieve specific purposes;	<p>Interpreting Visual Information</p> <p>Close Reading: Analyzing Visual Elements in Literary Texts</p>
5.10.D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	<p>Close Reading: Language and Meaning*</p> <p>Determine Word Meanings Using Context Clues 3*</p> <p>Determine the Meaning of Figurative Language*</p>
5.10.E identify and understand the use of literary devices, including . . . point of view;	<p>Understanding Perspective in Literature</p>
5.13.C . . . gather relevant information from a variety of sources;	<p>Integrating Information</p>
5.13.E demonstrate understanding of information gathered;	<p>Integrating Information</p>

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


Grade 6

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
<p>6.2 Developing and sustaining foundational language skills: . . . reading . . . and thinking--vocabulary. The student uses newly acquired vocabulary . . .</p>	<p>Vocabulary about Being Brave: Preview 1</p> <p>Vocabulary about Being Brave: Preview 2</p> <p>Vocabulary about Being Brave: Assess</p> <p>Vocabulary about the Mind and Body: Preview 1</p> <p>Vocabulary about the Mind and Body: Preview 2</p> <p>Vocabulary about the Mind and Body: Assess</p> <p>Vocabulary about Making a Difference: Preview 1</p> <p>Vocabulary about Making a Difference: Preview 2</p> <p>Vocabulary about Making a Difference: Assess</p> <p>Vocabulary about Inventions: Preview 1</p> <p>Vocabulary about Inventions: Preview 2</p> <p>Vocabulary about Inventions: Assess</p> <p>Vocabulary about Speaking Up: Preview 1</p> <p>Vocabulary about Speaking Up: Preview 2</p> <p>Vocabulary about Speaking Up: Assess</p>

**This lesson is related to the aligned standard*

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


Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Vocabulary about Cultural Connections: Preview 1 Vocabulary about Cultural Connections: Preview 2 Vocabulary about Cultural Connections: Assess
6.2.A use print or digital resources to determine the meaning, . . . pronunciation, . . . and part of speech;	Vocabulary about Being Brave: Preview 1 Vocabulary about Being Brave: Preview 2 Vocabulary about Being Brave: Assess Vocabulary about the Mind and Body: Preview 1 Vocabulary about the Mind and Body: Preview 2 Vocabulary about the Mind and Body: Assess Vocabulary about Making a Difference: Preview 1 Vocabulary about Making a Difference: Preview 2 Vocabulary about Making a Difference: Assess Vocabulary about Inventions: Preview 1 Vocabulary about Inventions: Preview 2

**This lesson is related to the aligned standard*


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

Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Vocabulary about Inventions: Assess Vocabulary about Speaking Up: Preview 1 Vocabulary about Speaking Up: Preview 2 Vocabulary about Speaking Up: Assess Vocabulary about Cultural Connections: Preview 1 Vocabulary about Cultural Connections: Preview 2 Vocabulary about Cultural Connections: Assess
6.2.B use context such as definition, analogy, and examples to clarify the meaning of words; and	Vocabulary about Being Brave: Preview 1 Vocabulary about Being Brave: Preview 2 Vocabulary about Being Brave: Assess Vocabulary about the Mind and Body: Preview 1 Vocabulary about the Mind and Body: Preview 2 Vocabulary about the Mind and Body: Assess Vocabulary about Making a Difference: Preview 1


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

Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about Making a Difference: Preview 2</p> <p>Vocabulary about Making a Difference: Assess</p> <p>Vocabulary about Inventions: Preview 1</p> <p>Vocabulary about Inventions: Preview 2</p> <p>Identifying Word Meaning*</p> <p>Vocabulary about Inventions: Assess</p> <p>Vocabulary about Speaking Up: Preview 1</p> <p>Vocabulary about Speaking Up: Preview 2</p> <p>Vocabulary about Speaking Up: Assess</p> <p>Vocabulary about Cultural Connections: Preview 1</p> <p>Vocabulary about Cultural Connections: Preview 2</p> <p>Vocabulary about Cultural Connections: Assess</p>
<p>6.2.C determine the meaning and usage of grade-level academic English words derived from Greek [or] Latin roots such as mis/mit, bene, man, vac, scribe/script, and jur/jus.</p>	<p>Vocabulary about Being Brave: Preview 1</p> <p>Vocabulary about Being Brave: Preview 2</p> <p>Vocabulary about Being Brave: Assess</p>


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

Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about the Mind and Body: Preview 1</p> <p>Vocabulary about the Mind and Body: Preview 2</p> <p>Vocabulary about the Mind and Body: Assess</p> <p>Vocabulary about Making a Difference: Preview 1</p> <p>Vocabulary about Making a Difference: Preview 2</p> <p>Vocabulary about Making a Difference: Assess</p> <p>Vocabulary about Inventions: Preview 1</p> <p>Vocabulary about Inventions: Preview 2</p> <p>Vocabulary about Speaking Up: Preview 1</p> <p>Vocabulary about Speaking Up: Preview 2</p> <p>Vocabulary about Cultural Connections: Preview 1</p> <p>Vocabulary about Cultural Connections: Preview 2</p>
<p>6.5.E make connections to . . . ideas in other texts . . .</p>	<p>Comparing and Contrasting Story Genres</p> <p>Comparing Stories and Poems</p>

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

Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Comparing an Autobiography to a Biography
6.5.F make inferences and use evidence to support understanding;	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Supporting Inferences: Literary Text Inferences in a Historical Text Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Supporting Inferences: Informational Text Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Identifying the Theme Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Literary Texts About Solving Problems Together

**This lesson is related to the aligned standard*


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

Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Understanding Literary Texts About Family</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Youths Solving Problems</p> <p>Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Technology and the Body</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Grandparents</p> <p>Building Sentence Comprehension: Understanding Informational Texts About How Your Mind Works</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Getting Involved</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Identity</p>
6.5.G evaluate details read to determine key ideas;	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts

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


Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts</p> <p>Identifying the Theme</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts*</p> <p>Identifying the Central Idea</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Solving Problems Together</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Youths Solving Problems</p> <p>Analyzing Development of Events*</p>

**This lesson is related to the aligned standard*

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


Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Technology and the Body</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Grandparents*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About How Your Mind Works*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Getting Involved*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Identity*</p>
6.6.B . . . demonstrate understanding of texts, including comparing sources . . .	Comparing Stories and Poems
6.6.B . . . demonstrate understanding of texts, including comparing sources . . . across genres;	Comparing and Contrasting Story Genres Comparing an Autobiography to a Biography
6.6.C use text evidence to support an appropriate response;	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Supporting Inferences: Literary Text Inferences in a Historical Text

**This lesson is related to the aligned standard*


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

Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Supporting Inferences: Informational Text</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts</p> <p>Identifying the Theme</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Solving Problems Together</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Youths Solving Problems</p>

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


Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Technology and the Body</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Grandparents</p> <p>Building Sentence Comprehension: Understanding Informational Texts About How Your Mind Works</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Getting Involved</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Identity</p>
6.6.D . . . summarize texts in ways that maintain meaning . . .	Summarizing: Literary Text
6.6.D . . . summarize texts in ways that maintain meaning and logical order;	Summarizing: Informational Text
6.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;	Identifying the Theme*
6.6.F respond using newly acquired vocabulary as appropriate;	<p>Vocabulary about Being Brave: Preview 1</p> <p>Vocabulary about Being Brave: Preview 2</p> <p>Vocabulary about Being Brave: Assess</p>

**This lesson is related to the aligned standard*

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


Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about the Mind and Body: Preview 1</p> <p>Vocabulary about the Mind and Body: Preview 2</p> <p>Vocabulary about the Mind and Body: Assess</p> <p>Vocabulary about Making a Difference: Preview 1</p> <p>Vocabulary about Making a Difference: Preview 2</p> <p>Vocabulary about Making a Difference: Assess</p> <p>Vocabulary about Inventions: Preview 1</p> <p>Vocabulary about Inventions: Preview 2</p> <p>Vocabulary about Inventions: Assess</p> <p>Vocabulary about Speaking Up: Preview 1</p> <p>Vocabulary about Speaking Up: Preview 2</p> <p>Vocabulary about Speaking Up: Assess</p> <p>Vocabulary about Cultural Connections: Preview 1</p> <p>Vocabulary about Cultural Connections: Preview 2</p>

**This lesson is related to the aligned standard*

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


Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Vocabulary about Cultural Connections: Assess
6.6.G discuss and write about the explicit or implicit meanings of text;	Supporting Inferences: Literary Text* Inferences in a Historical Text* Supporting Inferences: Informational Text* Identifying the Theme* Identifying Word Meaning*
6.6.H respond orally or in writing with appropriate . . . vocabulary . . .	Vocabulary about Being Brave: Preview 1 Vocabulary about Being Brave: Preview 2 Vocabulary about Being Brave: Assess Vocabulary about the Mind and Body: Preview 1 Vocabulary about the Mind and Body: Preview 2 Vocabulary about the Mind and Body: Assess Vocabulary about Making a Difference: Preview 1 Vocabulary about Making a Difference: Preview 2 Vocabulary about Making a Difference: Assess

**This lesson is related to the aligned standard*


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

Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Vocabulary about Inventions: Preview 1 Vocabulary about Inventions: Preview 2 Vocabulary about Inventions: Assess Vocabulary about Speaking Up: Preview 1 Vocabulary about Speaking Up: Preview 2 Vocabulary about Speaking Up: Assess Vocabulary about Cultural Connections: Preview 1 Vocabulary about Cultural Connections: Preview 2 Vocabulary about Cultural Connections: Assess
6.7.A infer multiple themes within and across texts using text evidence;	Identifying the Theme*
6.7.B analyze how the characters' internal and external responses develop the plot;	Analyzing Character Development*
6.7.C analyze plot elements, including rising action, climax, falling action, [and] resolution . . .	Analyzing Plot Development
6.8.A demonstrate knowledge of literary genres such as . . . historical fiction . . .	Comparing and Contrasting Story Genres
6.8.B analyze the effect of . . . structural elements . . . in poems . . .	Close Reading: Understanding Structure in Poetry Analyzing Poetry Structure

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


Grade 6 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Analyzing Poetic Elements and Structure
6.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;	Identifying the Central Idea Analyzing Development of Individuals Analyzing Cause and Effect Text Structure* Analyzing Chronological Text Structure*
6.8.D.iii analyze characteristics and structural elements of informational text, including: organizational patterns . . .	Analyzing Compare and Contrast Text Structure Analyzing Cause and Effect Text Structure Analyzing Chronological Text Structure
6.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim;	Evaluating Arguments
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;	Evaluating Arguments
6.9.A explain the author's . . . message within a text;	Identifying the Theme
6.9.A explain the author's purpose and message within a text;	Determining Author's Purpose
6.9.B analyze how the use of text structure contributes to the author's purpose;	Analyzing Problem and Solution Text Structure Analyzing Compare and Contrast Text Structure Analyzing Cause and Effect Text Structure Analyzing Chronological Text Structure

**This lesson is related to the aligned standard*


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

Grade 6 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
		Analyzing Poetry Structure
	6.9.C analyze the author's use of . . . graphic features to achieve specific purposes;	Analyzing Development of Individuals
	6.9.C analyze the author's use of print and graphic features to achieve specific purposes;	Analyzing Development of Events*
	6.9.E identify the use of literary devices, including . . . point of view . . .	Exploring Narrative Point of View
	6.9.F analyze how the author's use of language contributes to mood and voice; and	Analyzing Word Choice

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


Grade 7

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
<p>7.2 Developing and sustaining foundational language skills: . . . reading . . . and thinking--vocabulary. The student uses newly acquired vocabulary . . .</p>	<p>Vocabulary about Protecting Nature: Preview 1</p> <p>Vocabulary about Protecting Nature: Preview 2</p> <p>Vocabulary about Protecting Nature: Assess</p> <p>Vocabulary about Improving the World: Preview 1</p> <p>Vocabulary about Improving the World: Preview 2</p> <p>Vocabulary about Improving the World: Assess</p> <p>Vocabulary about Seaside Life: Preview 1</p> <p>Vocabulary about Seaside Life: Preview 2</p> <p>Vocabulary about Seaside Life: Assess</p> <p>Vocabulary about Scientific Problem-Solving: Preview 1</p> <p>Vocabulary about Scientific Problem-Solving: Preview 2</p> <p>Vocabulary about Scientific Problem-Solving: Assess</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p>

**This lesson is related to the aligned standard*

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


Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about Sports: Assess</p> <p>Vocabulary about Truths and Untruths: Preview 1</p> <p>Vocabulary about Truths and Untruths: Preview 2</p> <p>Vocabulary about Truths and Untruths: Assess</p>
<p>7.2.A use print or digital resources to determine the meaning, . . . pronunciation, . . . and part of speech;</p>	<p>Vocabulary about Protecting Nature: Preview 1</p> <p>Vocabulary about Protecting Nature: Preview 2</p> <p>Vocabulary about Protecting Nature: Assess</p> <p>Vocabulary about Improving the World: Preview 1</p> <p>Vocabulary about Improving the World: Preview 2</p> <p>Vocabulary about Improving the World: Assess</p> <p>Vocabulary about Seaside Life: Preview 1</p> <p>Vocabulary about Seaside Life: Preview 2</p> <p>Vocabulary about Seaside Life: Assess</p> <p>Vocabulary about Scientific Problem-Solving: Preview 1</p>

**This lesson is related to the aligned standard*

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


Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about Scientific Problem-Solving: Preview 2</p> <p>Vocabulary about Scientific Problem-Solving: Assess</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p> <p>Vocabulary about Sports: Assess</p> <p>Vocabulary about Truths and Untruths: Preview 1</p> <p>Vocabulary about Truths and Untruths: Preview 2</p> <p>Vocabulary about Truths and Untruths: Assess</p>
<p>7.2.B use context such as contrast or cause and effect to clarify the meaning of words; and</p>	<p>Vocabulary about Protecting Nature: Preview 1</p> <p>Vocabulary about Protecting Nature: Preview 2</p> <p>Vocabulary about Protecting Nature: Assess</p> <p>Vocabulary about Improving the World: Preview 1</p> <p>Vocabulary about Improving the World: Preview 2</p> <p>Vocabulary about Improving the World: Assess</p>

**This lesson is related to the aligned standard*

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

Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about Seaside Life: Preview 1</p> <p>Vocabulary about Seaside Life: Preview 2</p> <p>Determining Word Meaning: Literary Text*</p> <p>Vocabulary about Seaside Life: Assess</p> <p>Determining Word Meaning: Informational Text*</p> <p>Vocabulary about Scientific Problem-Solving: Preview 1</p> <p>Vocabulary about Scientific Problem-Solving: Preview 2</p> <p>Vocabulary about Scientific Problem-Solving: Assess</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p> <p>Vocabulary about Sports: Assess</p> <p>Vocabulary about Truths and Untruths: Preview 1</p> <p>Vocabulary about Truths and Untruths: Preview 2</p> <p>Vocabulary about Truths and Untruths: Assess</p>

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

Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
<p>7.2.C determine the meaning and usage of grade-level academic English words derived from Greek [or] Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.</p>	<p>Vocabulary about Protecting Nature: Preview 1</p> <p>Vocabulary about Protecting Nature: Preview 2</p> <p>Vocabulary about Protecting Nature: Assess</p> <p>Vocabulary about Improving the World: Preview 1</p> <p>Vocabulary about Improving the World: Preview 2</p> <p>Vocabulary about Improving the World: Assess</p> <p>Vocabulary about Seaside Life: Preview 1</p> <p>Vocabulary about Seaside Life: Preview 2</p> <p>Vocabulary about Scientific Problem-Solving: Preview 1</p> <p>Vocabulary about Scientific Problem-Solving: Preview 2</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p> <p>Vocabulary about Truths and Untruths: Preview 2</p>
<p>7.5.E make connections to . . . ideas in other texts . . .</p>	<p>Historical Fiction Versus Nonfiction</p>


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

Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Comparing Texts on the Same Topic
7.5.F make inferences and use evidence to support understanding;	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts</p> <p>Citing Evidence: Literary Text</p> <p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Citing Evidence: Informational Text</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Text</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Creative Solutions</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Helping Family</p>

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


Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Understanding Literary Texts About Facing Challenges</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Preparing for Space</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Making Mistakes</p> <p>Building Sentence Comprehension: Understanding Informational Texts About the Olympics</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Dealing with Conflict</p>
<p>7.5.G evaluate details read to determine key ideas;</p>	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts*</p> <p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts*</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts*</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts*</p> <p>Analyzing Development of Central Ideas*</p>

**This lesson is related to the aligned standard*


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

Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Text*</p> <p>Summarizing: Literary Text</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts*</p> <p>Summarizing Social Studies Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Creative Solutions*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Helping Family*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Facing Challenges*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Preparing for Space*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Making Mistakes*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About the Olympics*</p>


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

Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Building Sentence Comprehension: Understanding Informational Texts About Dealing with Conflict*
7.6.B . . . demonstrate understanding of texts, including comparing sources . . . across genres;	Historical Fiction Versus Nonfiction
7.6.C use text evidence to support an appropriate response;	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Citing Evidence: Informational Text Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Literary Text Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Literary Texts About Creative Solutions

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


Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Understanding Literary Texts About Helping Family</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Facing Challenges</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Preparing for Space</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Making Mistakes</p> <p>Building Sentence Comprehension: Understanding Informational Texts About the Olympics</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Dealing with Conflict</p>
<p>7.6.D . . . summarize texts in ways that maintain meaning . . .</p>	<p>Summarizing: Literary Text</p> <p>Summarizing Social Studies Texts</p>
<p>7.6.F respond using newly acquired vocabulary as appropriate;</p>	<p>Vocabulary about Protecting Nature: Preview 1</p> <p>Vocabulary about Protecting Nature: Preview 2</p> <p>Vocabulary about Protecting Nature: Assess</p> <p>Vocabulary about Improving the World: Preview 1</p>

**This lesson is related to the aligned standard*

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


Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about Improving the World: Preview 2</p> <p>Vocabulary about Improving the World: Assess</p> <p>Vocabulary about Seaside Life: Preview 1</p> <p>Vocabulary about Seaside Life: Preview 2</p> <p>Vocabulary about Seaside Life: Assess</p> <p>Vocabulary about Scientific Problem-Solving: Preview 1</p> <p>Vocabulary about Scientific Problem-Solving: Preview 2</p> <p>Vocabulary about Scientific Problem-Solving: Assess</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p> <p>Vocabulary about Sports: Assess</p> <p>Vocabulary about Truths and Untruths: Preview 1</p> <p>Vocabulary about Truths and Untruths: Preview 2</p> <p>Vocabulary about Truths and Untruths: Assess</p>

**This lesson is related to the aligned standard*


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

Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
7.6.G discuss and write about the explicit or implicit meanings of text;	Citing Evidence: Literary Text* Citing Evidence: Informational Text* Determining Word Meaning: Literary Text* Determining Word Meaning: Informational Text*
7.6.H respond orally or in writing with appropriate . . . vocabulary . . .	Vocabulary about Protecting Nature: Preview 1 Vocabulary about Protecting Nature: Preview 2 Vocabulary about Protecting Nature: Assess Vocabulary about Improving the World: Preview 1 Vocabulary about Improving the World: Preview 2 Vocabulary about Improving the World: Assess Vocabulary about Seaside Life: Preview 1 Vocabulary about Seaside Life: Preview 2 Vocabulary about Seaside Life: Assess Vocabulary about Scientific Problem-Solving: Preview 1


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

Grade 7 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about Scientific Problem-Solving: Preview 2</p> <p>Vocabulary about Scientific Problem-Solving: Assess</p> <p>Vocabulary about Sports: Preview 1</p> <p>Vocabulary about Sports: Preview 2</p> <p>Vocabulary about Sports: Assess</p> <p>Vocabulary about Truths and Untruths: Preview 1</p> <p>Vocabulary about Truths and Untruths: Preview 2</p> <p>Vocabulary about Truths and Untruths: Assess</p>
7.7.B analyze how characters' qualities influence events and resolution of the conflict;	Analyzing How Story Elements Interact*
7.7.D analyze how the setting influences character and plot development.	Analyzing How Story Elements Interact
7.8.A demonstrate knowledge of literary genres such as realistic fiction . . .	Historical Fiction Versus Nonfiction
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;	Analyzing Poetic Elements and Structure*
7.8.C analyze how playwrights develop characters through dialogue. . .	Analyzing the Impact of Dialogue


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

Grade 7 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	7.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;	Analyzing Development of Central Ideas Summarizing Social Studies Texts Analyzing Informational Text Structure*
	7.8.D.iii analyze characteristics and structural elements of informational text, including: organizational patterns . . .	Analyzing Informational Text Structure
	7.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim;	Evaluating Arguments*
	7.8.E.ii analyze characteristics and structures of argumentative text by: explaining how the author uses various types of evidence . . . to support the argument; and	Evaluating Arguments
	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	Determining Author's Purpose* Comparing Texts on the Same Topic*
	7.9.A explain the author's . . . message within a text;	Analyzing Development of a Theme
	7.9.B analyze how the use of text structure contributes to the author's purpose;	Analyzing Poetic Elements and Structure Analyzing Informational Text Structure
	7.9.C analyze the author's use of . . . graphic features to achieve specific purposes;	Analyzing Development of Individuals
	7.9.D describe . . . the author's use of figurative language . . .	Determining Word Meaning: Literary Text
	7.9.E identify the use of literary devices, including . . . point of view;	Analyzing Narrative Point of View Determining Author's Purpose


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

Grade 7 (continued)

	Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	7.9.F analyze how the author's use of language contributes to mood . . . and tone; and	Determining Word Meaning: Informational Text
	7.9.F analyze how the author's use of language contributes to mood, voice, and tone; and	Analyzing Word Choice
	7.12.H.i examine sources for: reliability, credibility, and bias; and	Evaluating Arguments*
	7.12.I display academic citations and use source materials ethically; and	Citing Evidence: Informational Text*


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

Grade 8

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
<p>8.2 Developing and sustaining foundational language skills: . . . reading . . . and thinking--vocabulary. The student uses newly acquired vocabulary . . .</p>	<p>Vocabulary about Creative Problem-Solving: Preview 1</p> <p>Vocabulary about Creative Problem-Solving: Preview 2</p> <p>Vocabulary about Creative Problem-Solving: Assess</p> <p>Vocabulary about Artistic Expressions: Preview 1</p> <p>Vocabulary about Artistic Expressions: Preview 2</p> <p>Vocabulary about Artistic Expressions: Assess</p> <p>Vocabulary about Family: Preview 1</p> <p>Vocabulary about Family: Preview 2</p> <p>Vocabulary about Family: Assess</p> <p>Vocabulary about Fun and Games: Preview 1</p> <p>Vocabulary about Fun and Games: Preview 2</p> <p>Vocabulary about Fun and Games: Assess</p> <p>Vocabulary about Family and Friends: Preview 1</p>


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

Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Vocabulary about Family and Friends: Preview 2 Vocabulary about Family and Friends: Assess Vocabulary about Personalities: Preview 1 Vocabulary about Personalities: Preview 2 Vocabulary about Personalities: Assess
8.2.A use print or digital resources to determine the meaning, . . . pronunciation, . . . and part of speech;	Vocabulary about Creative Problem-Solving: Preview 1 Vocabulary about Creative Problem-Solving: Preview 2 Vocabulary about Creative Problem-Solving: Assess Vocabulary about Artistic Expressions: Preview 1 Vocabulary about Artistic Expressions: Preview 2 Vocabulary about Artistic Expressions: Assess Vocabulary about Family: Preview 1 Vocabulary about Family: Preview 2 Vocabulary about Family: Assess

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

Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about Fun and Games: Preview 1</p> <p>Vocabulary about Fun and Games: Preview 2</p> <p>Vocabulary about Fun and Games: Assess</p> <p>Vocabulary about Family and Friends: Preview 1</p> <p>Vocabulary about Family and Friends: Preview 2</p> <p>Vocabulary about Family and Friends: Assess</p> <p>Vocabulary about Personalities: Preview 1</p> <p>Vocabulary about Personalities: Preview 2</p> <p>Vocabulary about Personalities: Assess</p>
<p>8.2.B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and</p>	<p>Vocabulary about Creative Problem-Solving: Preview 1</p> <p>Vocabulary about Creative Problem-Solving: Preview 2</p> <p>Vocabulary about Creative Problem-Solving: Assess</p> <p>Vocabulary about Artistic Expressions: Preview 1</p> <p>Vocabulary about Artistic Expressions: Preview 2</p>

**This lesson is related to the aligned standard*

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


Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about Artistic Expressions: Assess</p> <p>Vocabulary about Family: Preview 1</p> <p>Vocabulary about Family: Preview 2</p> <p>Analyzing Word Choice: Figurative Language*</p> <p>Vocabulary about Family: Assess</p> <p>Analyzing Word Choice: Connotations*</p> <p>Analyzing Word Choice: Informational Text*</p> <p>Vocabulary about Fun and Games: Preview 1</p> <p>Vocabulary about Fun and Games: Preview 2</p> <p>Vocabulary about Fun and Games: Assess</p> <p>Vocabulary about Family and Friends: Preview 1</p> <p>Vocabulary about Family and Friends: Preview 2</p> <p>Vocabulary about Family and Friends: Assess</p> <p>Vocabulary about Personalities: Preview 1</p>

**This lesson is related to the aligned standard*


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

Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Vocabulary about Personalities: Preview 2 Vocabulary about Personalities: Assess
8.2.C determine the meaning and usage of grade-level academic English words derived from Greek [or] Latin roots such as ast, qui, path, mand/mend, and duc.	Vocabulary about Creative Problem-Solving: Preview 1 Vocabulary about Creative Problem-Solving: Preview 2 Vocabulary about Creative Problem-Solving: Assess Vocabulary about Artistic Expressions: Preview 1 Vocabulary about Artistic Expressions: Preview 2 Vocabulary about Artistic Expressions: Assess Vocabulary about Family: Preview 1 Vocabulary about Family: Preview 2 Vocabulary about Fun and Games: Preview 1 Vocabulary about Fun and Games: Preview 2 Vocabulary about Personalities: Preview 1 Vocabulary about Personalities: Preview 2


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

Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Vocabulary about Personalities: Assess
8.5.E make connections to . . . ideas in other texts . . .	Analyzing Traditional Elements in Modern Fiction Analyzing Conflicting Information
8.5.F make inferences and use evidence to support understanding;	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Citing Evidence: Literary Text Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Citing Evidence: Informational Text Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Understanding Literary Texts About Family Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts

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

Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Understanding Literary Texts About Confidence</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Gaming</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family Histories</p> <p>Building Sentence Comprehension: Understanding Literary Texts Based on Traditional Myths</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Personality</p>
<p>8.5.G evaluate details read to determine key ideas;</p>	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts*</p> <p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts*</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts*</p> <p>Analyzing Development of a Theme, Part 1</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts*</p>

**This lesson is related to the aligned standard*


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

Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Analyzing Development of Central Ideas</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family*</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts*</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Confidence*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Gaming*</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family Histories*</p> <p>Building Sentence Comprehension: Understanding Literary Texts Based on Traditional Myths*</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Personality*</p>
<p>8.6.B . . . demonstrate understanding of texts, including comparing sources . . . across genres;</p>	<p>Analyzing Traditional Elements in Modern Fiction</p>


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

Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
8.6.B . . . demonstrate understanding of texts, including comparing sources within . . . genres;	Analyzing Conflicting Information
8.6.C use text evidence to support an appropriate response;	<div> Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts </div> <div> Citing Evidence: Literary Text </div> <div> Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts </div> <div> Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts </div> <div> Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts </div> <div> Building Sentence Comprehension: Understanding Literary Texts About Family </div> <div> Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts </div> <div> Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts </div> <div> Building Sentence Comprehension: Understanding Literary Texts About Confidence </div>

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


Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Building Sentence Comprehension: Understanding Informational Texts About Gaming</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family Histories</p> <p>Building Sentence Comprehension: Understanding Literary Texts Based on Traditional Myths</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Personality</p>
8.6.D . . . summarize texts in ways that maintain meaning . . .	Summarizing: Literary Text
8.6.D . . . summarize texts in ways that maintain meaning and logical order;	Summarizing: Informational Text
8.6.F respond using newly acquired vocabulary as appropriate;	<p>Vocabulary about Creative Problem-Solving: Preview 1</p> <p>Vocabulary about Creative Problem-Solving: Preview 2</p> <p>Vocabulary about Creative Problem-Solving: Assess</p> <p>Vocabulary about Artistic Expressions: Preview 1</p> <p>Vocabulary about Artistic Expressions: Preview 2</p> <p>Vocabulary about Artistic Expressions: Assess</p>

**This lesson is related to the aligned standard*


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

Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	<p>Vocabulary about Family: Preview 1</p> <p>Vocabulary about Family: Preview 2</p> <p>Vocabulary about Family: Assess</p> <p>Vocabulary about Fun and Games: Preview 1</p> <p>Vocabulary about Fun and Games: Preview 2</p> <p>Vocabulary about Fun and Games: Assess</p> <p>Vocabulary about Family and Friends: Preview 1</p> <p>Vocabulary about Family and Friends: Preview 2</p> <p>Vocabulary about Family and Friends: Assess</p> <p>Vocabulary about Personalities: Preview 1</p> <p>Vocabulary about Personalities: Preview 2</p> <p>Vocabulary about Personalities: Assess</p>
<p>8.6.G discuss and write about the explicit or implicit meanings of text;</p>	<p>Citing Evidence: Literary Text*</p> <p>Citing Evidence: Informational Text*</p> <p>Analyzing Word Choice: Connotations*</p>

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


Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Analyzing Word Choice: Informational Text*
8.6.H respond orally or in writing with appropriate . . . vocabulary . . .	Vocabulary about Creative Problem-Solving: Preview 1 Vocabulary about Creative Problem-Solving: Preview 2 Vocabulary about Creative Problem-Solving: Assess Vocabulary about Artistic Expressions: Preview 1 Vocabulary about Artistic Expressions: Preview 2 Vocabulary about Artistic Expressions: Assess Vocabulary about Family: Preview 1 Vocabulary about Family: Preview 2 Vocabulary about Family: Assess Vocabulary about Fun and Games: Preview 1 Vocabulary about Fun and Games: Preview 2 Vocabulary about Fun and Games: Assess Vocabulary about Family and Friends: Preview 1

**This lesson is related to the aligned standard*

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


Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Vocabulary about Family and Friends: Preview 2 Vocabulary about Family and Friends: Assess Vocabulary about Personalities: Preview 1 Vocabulary about Personalities: Preview 2 Vocabulary about Personalities: Assess
8.6.J Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. defend or challenge the authors' claims using relevant text evidence.	Evaluating Arguments in an Opinion Text*
8.7.A analyze how themes are developed . . .	Analyzing Development of a Theme
8.7.A analyze how themes are developed through the interaction of characters and events;	Analyzing Development of a Theme, Part 1 Analyzing Plot and Characters*
8.7.B analyze how characters' motivations and behaviors influence events and resolution of the conflict;	Analyzing Character Development* Analyzing Plot and Characters*
8.7.D explain how the setting influences the values and beliefs of characters.	Analyzing Development of a Theme, Part 1*
8.8.A demonstrate knowledge of literary genres . . .	Analyzing Traditional Elements in Modern Fiction
8.8.B analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic	Comparing and Contrasting Poetic Structures*

**This lesson is related to the aligned standard*

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


Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
forms such as epic, lyric, and humorous poetry;	
8.8.D.i analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;	Analyzing Development of Central Ideas
8.8.D.iii analyze characteristics and structural elements of informational text, including: multiple organizational patterns within a text to develop the thesis;	Analyzing Paragraph Structure
8.8.E.i analyze characteristics and structures of argumentative text by: identifying the claim and analyzing the argument;	Determining Author's Purpose Analyzing Conflicting Information*
8.8.E.i identifying the claim and analyzing the argument;	Evaluating Arguments in an Opinion Text
8.8.E.ii analyze characteristics and structures of argumentative text by: identifying and explaining the counter argument; and	Determining Author's Purpose Analyzing Conflicting Information*
8.9.A Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. explain the author's purpose and message within a text;	Analyzing Conflicting Information*
8.9.A explain the author's purpose and message within a text;	Determining Author's Purpose
8.9.B analyze how the use of text structure contributes to the author's purpose;	Comparing and Contrasting Poetic Structures

**This lesson is related to the aligned standard*

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

Grade 8 (continued)

 Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)	Aligned Lessons
	Analyzing Paragraph Structure
8.9.D describe how the author's use of figurative language . . . achieves specific purposes;	Analyzing Word Choice: Figurative Language Analyzing Word Choice: Informational Text
8.9.E identify and analyze the use of literary devices, including multiple points of view and irony;	Analyzing Perspective in Literature
8.9.F analyze how the author's use of language contributes to the . . . tone; and	Analyzing Word Choice: Connotations Analyzing Word Choice: Informational Text
8.9.F analyze how the author's use of language contributes to the mood . . . and tone; and	Analyzing Word Choice: Figurative Language
8.9.F analyze how the author's use of language contributes to the mood, voice, and tone; and	Analyzing Word Choice
8.9.G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	Analyzing Connections Between Individuals, Events, and Ideas*
8.12.H.i examine sources for: reliability, credibility, and bias, including omission; and	Evaluating Arguments in an Opinion Text*