



# READING

## Step Up to the TEKS

*TEKS checklist that breaks each standard into its fundamental components for clearer understanding*

**GRADE 3 CATEGORY 1**  
Students understand new vocabulary and use it when reading and writing.

**TEKS 3-4B**  
Students are expected to use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.

Verb	Concept	How
<ul style="list-style-type: none"> <li>determine</li> <li>distinguish</li> </ul>	<ul style="list-style-type: none"> <li>relevant meaning</li> <li>unfamiliar words</li> <li>multiple meaning words and homographs</li> </ul>	<ul style="list-style-type: none"> <li>use context</li> </ul>

**The Essentials**  
The focus of this TEKS is for students to understand new vocabulary. Students will use the context of a text in order to determine the meaning of unfamiliar words. Students will use context to distinguish multiple meaning words and homographs (words that are spelled the same way but have different meanings). **For example:** Sam was so hungry he didn't leave a particle of food on his plate. If he was so hungry, nothing was left on his plate. **OR** Ashley put her pig into the pen. This pen is not a writing instrument, but a home for a pig.

### Verb Glossary

<ul style="list-style-type: none"> <li>analyze - examine the relationships among ideas, details, and/or examples</li> <li>compare/contrast - place characters, situations, or ideas together to show common and/or differing features</li> <li>describe - convey the appearance, nature, and/or attributes of literary or informational text</li> <li>determine - decide based on evidence or facts</li> <li>distinguish - mark off as different; to recognize the prominent features</li> <li>draw conclusions - make a decision based on reasoning and evidence in the text rather than on a direct or implied statement</li> <li>explain - make understandable, plain, or clear</li> <li>identify - recognize as being a particular person or thing</li> <li>locate - find or fix the place of especially in a sequence; to find information in a text</li> </ul>	<ul style="list-style-type: none"> <li>make inferences - make a judgment based on reasoning and evidence in the text rather than on a direct or explicit statement</li> <li>make connections - recognize a relationship or association between one or more individuals, ideas, or events in a text or between texts</li> <li>monitor - check understanding over the course of reading a text</li> <li>paraphrase - restate a text or passage giving the meaning in another form</li> <li>sequence - list events in the correct order</li> <li>summarize - capture all of the most important parts of the original text, including the plot of a literary text and the organizational pattern for an expository text, expressing them in a more concise manner</li> <li>support - uphold an argument or position using text evidence to support claims</li> </ul>
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*Verb glossary helps teachers better understand the expected student actions as specified for each TEKS*

### Vertical Alignment

<b>GRADE 1</b>	TEKS 1.4C determine what words mean from how they are used in a sentence, either heard or read (NT)
<b>GRADE 2</b>	TEKS 2.5B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words (NT)
<b>GRADE 3</b>	TEKS 3-4B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs
<b>GRADE 4</b>	TEKS 4.4B use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words (RS)
<b>GRADE 5</b>	TEKS 5.4B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words (RS)

*Vertical alignment that clarifies the scope for each standard for grade levels directly before and after the current grade level*

*Easily identify opportunities for RTI*

*Easily identify opportunities for enrichment*

**GRADE 3 CATEGORY 2**  
Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.

**TEKS 3-10D**  
The student is expected to make inferences about text (fiction) and use textual evidence to support understanding.

Verb	Concept	How
<ul style="list-style-type: none"> <li>make inferences</li> <li>use</li> </ul>	<ul style="list-style-type: none"> <li>literary text</li> <li>fiction</li> <li>textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>provide evidence from the text to support understanding</li> </ul>

**The Essentials**  
The focus of Figure 19D is for students to make inferences about fictional texts. Students will use the text to make inferences about the plot (main events, including the problem and solution), characters (their interactions and reasons for their actions), and theme, and then provide evidence from the text to support their understanding of their inferences and the text itself. Students will use a range of reading skills (see Figure 19C) in both assigned and independent reading selections to understand the author's message and the text itself. Students could annotate texts in order to understand their thinking while they are reading.

*Clarification of the purpose of Figure 19 TEKS for classroom and assessment integration*

### TEKS Checklist

The **Step Up to the TEKS** Reading Series lesson planning component is called the **TEKS Checklist**.

The TEKS Checklists combine an in-depth understanding of the TEKS along with vertically aligned expectations from surrounding grade levels. This tool was developed by teachers for teachers as a must-have road map!

TEKS Checklists Contain:

- TEKS Breakdown for ALL TEKS, including those not tested and Figure 19
- Essentials with pointers and tips for each TEKS
- Vertical alignment for each TEKS
- Verb Glossary