



TEXAS

Standards Overview

Texas Essential Knowledge and Skills (TEKS) for Reading Language Arts in English



The BookNook instructional model is based on science of reading research and uses best practices for delivering Texas Essential Knowledge and Skills for RLA. BookNook lessons are designed by reading experts and offer instruction and practice in foundational skills, vocabulary, and comprehension.

The following tables list the standard benchmarks covered in BookNook lessons for each grade.

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Kindergarten

Grade 1

PHONOLOGICAL AWARENESS SKILLS

TEKS	SKILL*	TEKS	SKILL*
RLA.K. 2.A.i	Identify and produce rhyming words		
		RLA.1. 2.A.iii	Demonstrate and apply spelling knowledge by distinguishing between long and short vowel sounds in one-syllable words
		RLA.1. 2.A.v	Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends
RLA.K. 2.A.vii	Blend spoken onsets and rimes to form simple words	RLA.1. 2.A.vii	Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends

PHONICS + SPELLING SKILLS

TEKS	SKILL*	TEKS	SKILL*
		RLA.1. 2.B.i	Decode words in isolation and in context by applying common letter sound correspondences
RLA.K. 2.B.ii	Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	RLA.1. 2.B.ii	Decode words with initial and final consonant blends, digraphs, and trigraphs
RLA.K. 2.B.iii	Recognize that new words are created when letters are changed, added, or deleted	RLA.1. 2.B.iii	Decode words with closed syllables; open syllables; VCe syllables; vowel teams; and r-controlled syllables
		RLA.1. 2.B.iv	Decode common compound words and contractions
		RLA.1. 2.B.v	Decode words with inflectional endings
RLA.K. 2.B.vi	Identify and read at least 25 high-frequency words from a research-based list	RLA.1. 2.B.vi	Identify and read at least 100 high-frequency words from a research-based list

FLUENCY + INDEPENDENT READING SKILLS

TEKS	SKILL*	TEKS	SKILL*
		RLA.1. 4	Use appropriate fluency when reading grade level text

Kindergarten continued

Grade 1 continued

VOCABULARY + METACOGNITIVE SKILLS

TEKS	SKILL*	TEKS	SKILL*
RLA.K.5.E	Make connections to personal experiences, ideas in other texts, and society with assistance	RLA.1.3.B	Read or hear to learn or clarify word meanings using illustrations and texts
RLA.K.5.G	Evaluate details to determine what is most important with assistance	RLA.1.6.F	Make inferences and use evidence to support understanding with assistance
		RLA.1.6.G	Evaluate details to determine what is most important with assistance

RESPONSE TO LITERATURE

TEKS	SKILL*	TEKS	SKILL*
RLA.K.6.C	Use text evidence to support an appropriate response	RLA.1.7.C	Use text evidence to support an appropriate response
		RLA.1.7.D	Retell texts in ways that maintain meaning

LITERARY ELEMENTS OF MULTIPLE GENRES

TEKS	SKILL*	TEKS	SKILL*
RLA.K.7.B	Identify and describe the main character(s)	RLA.1.8.A	Discuss topics and determine the theme using text evidence with assistance
RLA.K.7.C	Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with assistance	RLA.1.8.B	Describe the main character(s) and the reason(s) for their actions
RLA.K.7.D	Describe the setting	RLA.1.8.C	Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently
		RLA.1.8.D	Describe the setting

Kindergarten continued

Grade 1 continued

GENRE-SPECIFIC CHARACTERISTICS OF MULTIPLE GENRES			
TEKS	SKILL*	TEKS	SKILL*
		RLA.1.9.B	Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems
RLA.K.8.D.i	Recognize the central idea and supporting evidence of informational text with assistance	RLA.1.9.D.i	Recognize the central idea and supporting evidence of informational text with assistance
RLA.K.8.D.ii	Recognize titles and simple graphics of informational text to gain information	RLA.1.9.D.ii	Recognize features and simple graphics of informational text to locate or gain information
		RLA.1.9.D.iii	Recognize organizational patterns such as chronological order and description of informational text with assistance

AUTHOR'S PURPOSE + CRAFT			
TEKS	SKILL*	TEKS	SKILL*
RLA.K.9.A	Discuss the author's purpose for writing text with assistance	RLA.1.10.A	Discuss the author's purpose for writing text
		RLA.1.10.B	Discuss how the use of text structure contributes to the author's purpose
RLA.K.9.C	Discuss the author's use of print and graphic features to achieve specific purposes with assistance	RLA.1.10.C	Discuss the author's use of print and graphic features to achieve specific purposes with assistance

* Please refer to the Texas Essential Knowledge and Skills (TEKS) for Reading Language Arts at tea.texas.gov for specific student expectation language.



Grade 2

Grade 3

PHONICS + SPELLING SKILLS

TEKS	SKILL*	TEKS	SKILL*
RLA.2.3.B	Use context within and beyond a sentence to determine meaning	RLA.3.3.B	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words

FLUENCY + INDEPENDENT READING SKILLS

TEKS	SKILL*	TEKS	SKILL*
RLA.2.4	Use fluency and comprehension when reading grade level text	RLA.3.4	Use fluency and comprehension when reading grade level text

VOCABULARY + METACOGNITIVE SKILLS

TEKS	SKILL*	TEKS	SKILL*
RLA.2.6.B	Generate questions about text before, during, and after reading to deepen understanding and gain information		
RLA.2.6.F	Make inferences and use evidence to support understanding	RLA.3.6.F	Make inferences and use evidence to support understanding
RLA.2.6.G	Evaluate details read to determine key ideas	RLA.3.6.G	Evaluate details read to determine key ideas

RESPONSE TO LITERATURE

TEKS	SKILL*	TEKS	SKILL*
RLA.2.7.C	Use text evidence to support an appropriate response		
RLA.2.7.D	Retell and paraphrase texts in ways that maintain meaning and logical order	RLA.3.7.D	Retell and paraphrase texts in ways that maintain meaning and logical order

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Grade 2 continued

Grade 3 continued

LITERARY ELEMENTS OF MULTIPLE GENRES

TEKS	SKILL*
RLA.2.8.A	Discuss topics and determine theme using text evidence with assistance
RLA.2.8.B	Describe the main character's (characters') internal and external traits
RLA.2.8.C	Describe and understand plot elements for texts read aloud and independently
RLA.2.8.D	Describe the importance of the setting

TEKS	SKILL*
RLA.3.8.A	Infer the theme of a work, distinguishing theme from topic
RLA.3.8.B	Explain the relationships among the major and minor characters
RLA.3.8.C	Analyze plot elements, including the sequence of events, the conflict, and the resolution

GENRE-SPECIFIC CHARACTERISTICS OF MULTIPLE GENRES

TEKS	SKILL*
RLA.2.9.A	Demonstrate knowledge of distinguishing characteristics of well-known children's literature
RLA.2.9.B	Explain visual patterns and structures in a variety of poems
RLA.2.9.C	Discuss elements of drama such as characters, dialogue, and setting
RLA.2.9.D.i	Recognize the central idea and supporting evidence of informational text with assistance
RLA.2.9.D.ii	Recognize the features and graphics of informational text to gain information
RLA.2.9.D.iii	Recognize organizational patterns in informational text

TEKS	SKILL*
RLA.3.9.C	Discuss elements of drama such as characters, dialogue, setting, and acts
RLA.3.9.D.i	Recognize the central idea and supporting evidence of informational text
RLA.3.9.D.ii	Recognize text features of informational text to support understanding
RLA.3.9.D.iii	Recognize organizational patterns in informational text

AUTHOR'S PURPOSE + CRAFT

TEKS	SKILL*
RLA.2.10.A	Discuss the author's purpose for writing text
RLA.2.10.C	Discuss the author's use of print and graphic features to achieve specific purposes
RLA.2.10.E	Identify the use of first or third person in a text

TEKS	SKILL*
RLA.3.10.A	Discuss the author's purpose and message within a text
RLA.3.10.C	Discuss the author's use of print and graphic features to achieve specific purposes
RLA.3.10.D	Describe how the author's use of imagery, literal and figurative language and sound devices achieves specific purposes
RLA.3.10.E	Identify the use of literary devices, including first- or third-person point of view
RLA.3.10.G	Identify and explain the use of hyperbole

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Grade 4

Grade 5

FLUENCY + INDEPENDENT READING SKILLS

TEKS	SKILL*	TEKS	SKILL*
RLA.4.4	Use appropriate fluency when reading grade level text	RLA.5.4	Use appropriate fluency when reading grade level text

VOCABULARY + METACOGNITIVE SKILLS

TEKS	SKILL*	TEKS	SKILL*
RLA.4.3.B	Generate questions about text before, during, and after reading to deepen understanding and gain information	RLA.5.3.B	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words and multiple-meaning words
RLA.4.6.F	Make inferences and use evidence to support understanding	RLA.5.6.G	Evaluate details read to determine key ideas

RESPONSE TO LITERATURE

TEKS	SKILL*	TEKS	SKILL*
		RLA.5.7.C	Use text evidence to support an appropriate response
		RLA.5.7.D	Retell, paraphrase and summarize texts in ways that maintain meaning and logical order
		RLA.5.7.G	Discuss specific ideas in the text that are important to the meaning

LITERARY ELEMENTS OF MULTIPLE GENRES

TEKS	SKILL*	TEKS	SKILL*
RLA.4.8.A	Infer basic themes supported by text evidence	RLA.5.8.A	Infer multiple themes within a text using text evidence
RLA.4.8.B	Explain the interactions of the characters and the changes they undergo		
RLA.4.8.C	Analyze plot elements, including the rising action, climax, falling action, and resolution	RLA.5.8.C	Analyze plot elements, including rising action, climax, falling action, and resolution
RLA.4.8.D	Explain the influence of the setting on the plot		

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Grade 4 continued

Grade 5 continued

GENRE-SPECIFIC CHARACTERISTICS OF MULTIPLE GENRES			
TEKS	SKILL*	TEKS	SKILL*
RLA.4.9.D.i	Recognize the central idea and supporting evidence of informational text	RLA.5.9.D.i	Recognize the central idea with supporting evidence of informational text
RLA.4.9.D.ii	Recognize text features to support understanding	RLA.5.9.D.ii	Recognize text features to support understanding
		RLA.5.9.D.iii	Recognize organizational patterns such as logical order and order of importance
		RLA.5.9.E.i	Identify the claim in argumentative text
RLA.4.9.E.ii	Explain how the author has used fact for an argument in argumentative texts	RLA.5.9.E.ii	Explain how the author has used fact for or against an argument in argumentative texts

AUTHOR'S PURPOSE + CRAFT			
TEKS	SKILL*	TEKS	SKILL*
		RLA.5.10.A	Explain the author's purpose and message within a text
RLA.4.10.C	Analyze the author's use of print and graphic features to achieve specific purposes	RLA.5.10.C	Analyze the author's use of print and graphic features to achieve specific purposes

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Grade 6

Grade 7

Grade 8

FLUENCY + INDEPENDENT READING SKILLS

TEKS	SKILL*	TEKS	SKILL*	TEKS	SKILL*
RLA.6.3	Adjust fluency when reading grade level text based on the reading purpose				

VOCABULARY + METACOGNITIVE SKILLS

TEKS	SKILL*	TEKS	SKILL*	TEKS	SKILL*
RLA.6.2.A	Determine the meaning, syllabication, pronunciation, word origin, and part of speech	RLA.7.2.A	Determine the meaning, syllabication, pronunciation, word origin, and part of speech	RLA.8.2.A	Determine the meaning, syllabication, pronunciation, word origin, and part of speech
RLA.6.2.B	Use context and examples to clarify the meaning of words	RLA.7.2.B	Use context to clarify the meaning of words	RLA.8.2.B	Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words
RLA.6.2.C	Determine the meaning and usage of words derived from Greek and Latin Roots	RLA.7.2.C	Determine the meaning and usage of words derived from Greek and Latin Roots		
RLA.6.5.E	Make connections to personal experiences, ideas in other texts, and society	RLA.7.5.E	Make connections to personal experiences, ideas in other texts, and society	RLA.8.5.E	Make connections to personal experiences, ideas in other texts, and society
RLA.6.5.F	Make inferences and use evidence to support understanding	RLA.7.5.F	Make inferences and use evidence to support understanding	RLA.8.5.F	Make inferences and use evidence to support understanding
RLA.6.5.G	Evaluate details read to determine key ideas	RLA.7.5.G	Evaluate details read to determine key ideas	RLA.8.5.G	Evaluate details read to determine key ideas
RLA.6.5.H	Synthesize information to create new understanding	RLA.7.5.H	Synthesize information to create new understanding	RLA.8.5.H	Synthesize information to create new understanding

RESPONSE TO LITERATURE

TEKS	SKILL*	TEKS	SKILL*	TEKS	SKILL*
RLA.6.6.C	Use text evidence to support an appropriate response	RLA.7.6.C	Use text evidence to support an appropriate response	RLA.8.6.C	Use text evidence to support an appropriate response
RLA.6.6.D	Paraphrase and summarize texts in ways that maintain meaning and logical order	RLA.7.6.D	Paraphrase and summarize texts in ways that maintain meaning and logical order	RLA.8.6.D	Paraphrase and summarize texts in ways that maintain meaning and logical order

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Grade 6 continued

Grade 7 continued

Grade 8 continued

LITERARY ELEMENTS OF MULTIPLE GENRES

TEKS	SKILL*	TEKS	SKILL*	TEKS	SKILL*
RLA.6.7.A	Infer multiple themes within and across texts using text evidence	RLA.7.7.A	Infer multiple themes within and across texts using text evidence	RLA.8.7.A	Analyze how themes are developed through the interaction of characters and events
RLA.6.7.B	Analyze how the characters' internal and external responses develop the plot	RLA.7.7.B	Analyze how characters' qualities influence events and resolution of the conflict	RLA.8.7.B	Analyze how characters' motivations and behaviors influence events and resolution of the conflict
RLA.6.7.C	Analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements	RLA.7.7.C	Analyze plot elements, including the use of foreshadowing and suspense to advance the plot		
RLA.6.7.D	Analyze how the setting influences character and plot development	RLA.7.7.D	Analyze how the setting influences character and plot development	RLA.8.7.D	Explain how the setting influences the values and beliefs of characters

GENRE-SPECIFIC CHARACTERISTICS OF MULTIPLE GENRES

TEKS	SKILL*	TEKS	SKILL*	TEKS	SKILL*
RLA.6.8.C	Analyze how playwrights develop characters through dialogue and staging				
RLA.6.8.D.i	Analyze the controlling idea or thesis of informational text with supporting evidence	RLA.7.8.D.i	Analyze the controlling idea or thesis of informational text with supporting evidence	RLA.8.8.D.i	Analyze the controlling idea or thesis of informational text with supporting evidence
RLA.6.8.D.iii	Analyze organizational patterns of informational text	RLA.7.8.D.iii	Analyze features such as references or acknowledgments		
RLA.6.8.E.ii	Explain how the author uses various types of evidence to support the argument in argumentative text	RLA.7.8.E.ii	Explain how the author uses various types of evidence and consideration of alternatives to support the argument in argumentative text	RLA.8.8.E.ii	Identify and explain the counter argument
				RLA.8.8.E.iii	Identify the intended audience or reader in argumentative text

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Grade 6 continued

Grade 7 continued

Grade 8 continued

AUTHOR'S PURPOSE + CRAFT

TEKS	SKILL*	TEKS	SKILL*	TEKS	SKILL*
RLA.6.9.A	Explain the author's purpose and message within a text	RLA.7.9.A	Explain the author's purpose and message within a text	RLA.8.9.A	Explain the author's purpose and message within a text
RLA.6.9.B	Analyze how the use of text structure contributes to the author's purpose	RLA.7.9.B	Analyze how the use of text structure contributes to the author's purpose	RLA.8.9.B	Analyze how the use of text structure contributes to the author's purpose
RLA.6.9.C	Analyze the author's use of print and graphic features to achieve specific purposes	RLA.7.9.C	Analyze the author's use of print and graphic features to achieve specific purposes	RLA.8.9.C	Analyze the author's use of print and graphic features to achieve specific purposes
RLA.6.9.D	Describe how the author's use of figurative language achieves specific purposes	RLA.7.9.D	Describe how the author's use of figurative language achieves specific purposes	RLA.8.9.D	Describe how the author's use of figurative language achieves specific purposes
RLA.6.9.E	Identify and understand the use of literary devices	RLA.7.9.E	Identify the use of literary devices to achieve specific purposes	RLA.8.9.E	Identify the use of literary devices
RLA.6.9.F	Analyze how the author's use of language contributes to mood and voice	RLA.7.9.F	Analyze how the author's use of language contributes to mood, voice, and tone	RLA.8.9.F	Analyze how the author's use of language contributes to the mood, voice, and tone

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Vocabulary + Communication Standards

The BookNook instructional model is based on scientific research and best practices for delivering TEKS standards for Reading Language Arts. Students engage with skills aligned to Texas TEKS vocabulary and communication standards in various ways during lessons.

IMPORTANCE OF VOCABULARY

Each of the BookNook comprehension lessons has a vocabulary section as part of the instructional model. In alignment with the research around the importance of vocabulary being directly taught (Sedita, 2005), with our approach, students receive direct instruction through a variety of vocabulary activities.

- » Through direct instruction, we prioritize and teach Tier 2 + 3 vocabulary words that are essential to the comprehension of the text. Students are taught vocabulary words in a scaffolded and multi-sensory exposure that includes: words, definitions, audio, images and typing.
- » Following direct instruction, students engage in an interactive matching activity that allows more exposure to the lesson vocabulary words and definitions in support of placing the words and their definitions into students' long-term memory.
- » Finally, students are able to see and place the vocabulary words in contextual sentences. Students later encounter the words in various contexts within the lesson text.

BOOK STOPPING POINTS

Response and Collaboration: *Speaking + Listening*

During each comprehension lesson, students engage in a read-through of a text that includes text-dependent stopping point questions. These stopping points, asked of students by their guide, are found throughout the text and engage students in group discussion and critical thinking aligned to the skills and standard of the lesson. The purpose of this section is twofold: to build foundational understanding of the text and to scaffold students to mastery of the skill or standard of the lesson. Strategies implemented during a read-through support active engagement and provide the opportunity for students to grapple with what they are reading. BookNook's engaging during-reading stopping points include collaborative group discussions that prompt:

- » Activating prior knowledge or predicting
- » Synthesizing information or retelling
- » Determining the meaning of vocabulary in context, including the utilization of context clues, morphology, and structural analysis
- » Using text evidence to support an appropriate response
- » Listening actively, responding, and making comments when appropriate
- » Locating and recalling
- » Integrating and interpreting
- » Critiquing and evaluating