

Skill Summary Sheet for the Northside Independent School District Comprehensive Upper Elementary and Middle School Reading Programs

* Reading Academic Standards, RAS

* Texas Essential Knowledge and Skills, TEKS

* Texas Assessment of Knowledge and Skills, TAKS

* Texas Assessment of Academic Skills, TAAS

Updated by Joyce Hughes and Karen Sheldon, NISD Reading Instructional Specialists, August 4, 2002.

READING SKILL	REQUIRED FOR:								
	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Adjusting reading rate (for text level, purpose for reading)	4	5	6	7	8	RAS	TEKS		
Affixes: analyzing prefixes, suffixes/derivatives	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
American Psychological Association, APA, Works Cited documentation, when appropriate			6	7	8	RAS	TEKS		
Analogies, vocabulary/context clues	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Analyze speakers persuasive techniques-promises, dares, flattery	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Analyze texts, compare/contrast mediums and/or texts	4	5	6	7	8	RAS	TEKS		TAKS
Answering/generating questions (open-ended, literal, interpretive, multiple choice, true/false, short answer, essay, word banks)	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Antonyms, vocabulary/context clues	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Applying info to new situations			6	7	8	RAS	TEKS		TAKS
Articulating ideas, formally and informally for effective communication	4	5	6	7	8	RAS	TEKS		
Assessment-(self, peer), teacher with rubrics	4	5	6	7	8	RAS	TEKS		
Author's perspective and point of view and how that affects themes and ideas in texts	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Author's purpose for writing	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Autobiography, study of (a variety of nonfiction sources)	4	5	6	7	8	RAS	TEKS		
(Background knowledge), schema activation with K-W-L charts and anticipation guides, completion of info	4	5	6	7	8	RAS	TEKS		TAKS
Bias in texts, advertisements, illustrations			6	7	8	RAS	TEKS	TAAS	TAKS
Biography, study of (a variety of nonfiction sources)	4	5	6	7	8	RAS	TEKS		
Career exploration, inquiry and research studies					8	RAS	TEKS		
Cause and effect	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Character analysis: including their traits, point of view, motivations, conflicts, changes they undergo, and relationships	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Checklists, use of assessments	4	5	6	7	8	RAS	TEKS		
Chronology, text structure/progression of ideas	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Classics, study and interpretation of (a variety of genres)	4	5	6	7	8	RAS	TEKS		
Communication: effective listening, speaking, viewing, representing, and responding to suit audience and purpose	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Comparing/contrasting/connecting story variants with ideas, themes, issues across texts/genres	4	5	6	7	8	RAS	TEKS		TAKS
Comparing/contrasting: using varied forms of same texts (i.e., dramatic play vs. short story)	4	5	6	7	8	RAS	TEKS		TAKS
Comparing/contrasting using Venn diagrams, T-charts, outlines, graphic organizers, etc.	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Compound words, structural analysis/word parts	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Computer skills, Internet and word processing	4	5	6	7	8	RAS	TEKS		
Conferencing, teachers and peers	4	5	6	7	8	RAS	TEKS		

Conflict analysis, interpretation and discussion	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Connection of ideas and themes across texts	4	5	6	7	8	RAS	TEKS		TAKS
Contemporary works, read/study and interpretation of a variety of fiction and nonfiction	4	5	6	7	8	RAS	TEKS		TAKS
Context clues: synonym, antonym, (series, definition,) and experience clues	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Contractions, structural analysis/word parts	4	5	6	7	8	RAS	TEKS		TAKS
Cooperative learning/social skill development	4	5	6	7	8	RAS	TEKS		
Critical listening/speaking/viewing/representing	4	5	6	7	8	RAS	TEKS		TAKS
Critical reading to monitor comprehension	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Critiquing oral/visual/speaking presentations	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Cultural awareness/personal experiences	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Culturally diverse written texts, understanding	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Deductive reasoning, general to specific	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Delivery in oral presentations: poise, posture, eye contact, adjusting tone, rate, voice	4	5	6	7	8	RAS	TEKS		
Denotative/connotative word meanings	4	5	6	7	8	RAS	TEKS		TAKS
Details and locating information	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Dialectical notes, responding to reading	4	5	6	7	8	RAS	TEKS		
Dialogue, importance of understanding (use in writing)	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Dictionaries, use of (Select and use resources)	4	5	6	7	8	RAS	TEKS		TAKS
Different forms of text (distinguish and compare)	4	5	6	7	8	RAS	TEKS		TAKS
Dramatic oral presentations/plays/stories/texts	4	5	6	7	8	RAS	TEKS		
Drawing conclusions, supported by text	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Editing own and peer student writing	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Etymology study (word origins)			6	7	8	RAS	TEKS		
Evaluating/making judgements about texts, ideas	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Evaluating student oral presentations	4	5	6	7	8	RAS	TEKS		
Fact/opinion in editorials, persuasive selections, and advertisements in culturally diverse texts	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
{Figurative language}/idioms....	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Five-finger rule for choosing appropriate level of difficulty in self-selection of books	4	5	6	7	8	RAS	TEKS		
Flashback, discussion of literary devices			6	7	8	RAS	TEKS	TAAS	TAKS
Fluency, practice in reading	4	5	6	7	8	RAS	TEKS		
Following/giving oral directions	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Following written directions	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Foreshadowing events, literary devices		5	6	7	8	RAS	TEKS	TAAS	TAKS
Functional reading: job applications, forms, manuals, menus, newspapers, journals, advertisements, and/or electronic texts	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Gathering information with notes, graphic organizers, charts, time lines, note cards, etc.	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Generalizations, supported by text	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Generating questions to direct research	4	5	6	7	8	RAS	TEKS		
Genres, types and features of	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Glossaries (resources), use of	4	5	6	7	8	RAS	TEKS		
Goal setting, ownership for reading development	4	5	6	7	8	RAS	TEKS		
Graphic sources and/or organizers	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Graphophonic word patterns, use of phonics principles	4	5	6	7	8	RAS	TEKS		TAKS
Greek and Latin roots and prefixes				7	8	RAS	TEKS		TAKS
Historical context of word origins			6	7	8	RAS	TEKS		
Historical fiction (variety of genres), study of	4	5	6	7	8	RAS	TEKS		
Idioms, (figures of speech): interpretation of/vocabulary development	4	5	6	7	8	RAS	TEKS		TAKS
Independent reading level, student practice of with 95% accuracy	4	5	6	7	8	RAS	TEKS		
Inferences of traits, feeling, motives, ideas supported text	4	5	6	7	8	RAS	TEKS	TAAS	TAKS

Inquiry and research, oral/written/visual representation of product	4	5	6	7	8	RAS	TEKS		
Inquiry and research with career exploration	4	5	6	7	8	RAS	TEKS		
Instructional reading level, student practice of with 90% accuracy	4	5	6	7	8	RAS			
Internal consistency and logic of stories	4	5	6	7	8	RAS	TEKS		TAKS
Interdisciplinary studies/teaming research	4	5	6	7	8	RAS	TEKS		TAKS
Internet practice, inquiry and research, reporting (using available technology)	4	5	6	7	8	RAS	TEKS		
Interpreting speaker's perspectives, opinions, verifiable sources -verbal/nonverbal	4	5	6	7	8	RAS	TEKS		
Interviewing/reporting/communicating (comparing texts)	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Jamestown Publisher reading skills practice, short stories/comprehension building, QARs <ul style="list-style-type: none"> • <i>Sudden Twists, More Twists</i> • <i>Encounters, More Encounters</i> • <i>Conflicts, More Conflicts</i> 	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
K-W-L strategy for pre-during-post reading (graphic organizer completions)	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Letter-sound correspondences, knowledge of			6	7	8	RAS	TEKS		
Letter-sound correspondences, apply to decode	4	5	6	7	8	RAS	TEKS		
Library use, knowledge of card catalogue, Inter-Net, SIRSI, Readers Guide, encyclopedia, and other reference materials including technology (Select and use resources)	4	5	6	7	8	RAS	TEKS		
Listening attentively, active listening	4	5	6	7	8	RAS	TEKS		
Listening for a variety of purposes	4	5	6	7	8	RAS	TEKS		
Literary elements to understand text	4	5	6	7	8	RAS	TEKS		
Literary terms such as title, author, illustrator, playwright; theater, stage, act, dialogue, and scene across a variety of forms	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Literature circles, small-group novel discussion	4	5	6	7	8	RAS	TEKS		
Locate, recall information from text	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Main ideas, supported with details	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Making (describing) mental images that texts evoke	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Media literacy, analyzing/evaluating forms of oral presentations for message, purpose, and point of view	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Metacomprehension, thinking about your own thinking during reading (Monitor, make modifications)	4	5	6	7	8	RAS	TEKS		TAKS
Modern Language Association, MLA, Works Cited for correct documentation	4	5	6	7	8	RAS	TEKS		
Monitoring own reading comprehension by using "fix-it" strategies (rereading, searching, questioning)	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Mood contributes to the effect of text	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Multi-cultural literature/themes and connections	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Multiple meanings of words in context	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Note-taking techniques -T-notes, time lines, etc.	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Outlining techniques	4	5	6	7	8	RAS	TEKS		TAKS
Paraphrasing/summarizing to recall, inform, or organize ideas	4	5	6	7	8	RAS	TEKS		TAKS
Parts of book: headings, graphic features, table of contents, texts structure, etc.	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Persuasive language/bias, loaded words in ads	4	5	6	7	8	RAS	TEKS		TAKS
Phonics principles for word study (letter-sound)	4	5	6	7	8	RAS	TEKS		
Plot, sequence of events, development of	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Poetic devices, reading/interpretation of poetry	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Points of view and comparison/contrast of genres	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Predicting outcomes (speculating), giving evidence for	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Problem solving, critical thinking skills	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Problem-resolution, plot, story elements	4	5	6	7	8	RAS	TEKS	TAAS	TAKS

Propaganda techniques/viewing and representing	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Purpose for reading and writing: inform, express, entertain, influence, appreciate writer's craft, discover models for own writing, problem solve, understand, interpret, etc.	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
QAR-Question-answer relationships: stated- Right There, Think and Search; implied-Author and You, On My Own (different types and levels-open-ended, literal, interpretive)	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Rate of reading, adjusted to text or purpose	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Reading aloud w/ at least 90% fluency, proper phrasing, understanding, rate, expression and inflection while attending to punctuation	4	5	6	7	8	RAS	TEKS		
Reading silently w/ fluency and understanding	4	5	6	7	8	RAS	TEKS		
Recognize words using background knowledge	4	5	6	7	8	RAS	TEKS		
Reference aids, use of glossary, thesaurus, dictionary, and available technology	4	5	6	7	8	RAS	TEKS		TAKS
Reliability of sources, credibility of author and accuracy of information or bias	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Rereading when necessary for comprehension	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Research tools, knowledge and use of	4	5	6	7	8	RAS	TEKS		
Responding to various texts through journal writing, discussion, enactment, and media	4	5	6	7	8	RAS	TEKS		
Root words, identification of, to make meaning	4	5	6	7	8	RAS	TEKS		
Rubrics, creating and using assorted	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Scene, setting or mental image the text evokes			6	7	8	RAS	TEKS	TAAS	TAKS
Selecting books @ appropriate readability levels using five-finger rule (ways to estimate)	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Self-assessment/rubric variations (revise, edit, refine, proofread)	4	5	6	7	8	RAS	TEKS		
Self-monitor comprehension	4	5	6	7	8	RAS	TEKS		
Semantics, using context clues to make meaning	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Sequence of events, plot development	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Setting of story or texts, scene or mental image	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Shared Inquiry (<i>Junior Great Books</i>)	4	5	6	7	8	RAS	TEKS		
Similarities/differences across texts in scope, treatment or organization	4	5	6	7	8	RAS	TEKS		TAKS
Skimming and scanning practice (vary rate)	4	5	6	7	8	RAS	TEKS		
Socratic Seminars	4	5	6	7	8	RAS	TEKS		
Speaking skills, informal vs. formal language	4	5	6	7	8	RAS	TEKS		
Specialized vocabulary in context	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Structural analysis	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Structure of language to recognize words	4	5	6	7	8	RAS	TEKS		TAKS
Structure, text (cause/effect, chronological, etc.)	4	5	6	7	8	RAS	TEKS		TAKS
Study skills, text structure/outlining/notes	4	5	6	7	8	RAS	TEKS		TAKS
Study strategies - SQ3R, QARs, (outlining, etc.)	4	5	6	7	8	RAS	TEKS		TAKS
Style, contributing to the effect of text	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Summarization strategies - posters	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Supporting opinions with text evidence as in <i>Junior Great Books</i> , Socratic Seminars	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Support responses with text (personal experiences)	4	5	6	7	8	RAS	TEKS		
Sustained silent reading practice, SSR (read silently with increasing ease for longer periods)	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Symbolism, interpretation of literary devices	4	5	6	7	8	RAS	TEKS		TAKS
Synonyms, vocabulary/context clues			6	7	8	RAS	TEKS	TAAS	TAKS
Syntax, language structure cues using grammar, word order, and text structure to make meaning	4	5	6	7	8	RAS	TEKS		TAKS
Systematic word study, vocabulary building	4	5	6	7	8	RAS	TEKS		TAKS
Technology, inquiry and research, reference aids	4	5	6	7	8	RAS	TEKS		TAKS

Test-taking strategies/(answering varied types of questions) for informal/formal assessments	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Textbooks how to read and study content area	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Text comparisons <ul style="list-style-type: none"> • Narrative • Expository • Expository/Functional • Narrative/Functional 	4	5	6	7	8	RAS	TEKS		TAKS
Text structure: recognize that authors organize information in specific ways	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Theme	4	5	6	7	8	RAS	TEKS		TAKS
Thinking Maps/graphic organizers			6	7	8	RAS	TEKS	TAAS	TAKS
Tone contributes to the effect of text	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Topic sentence in paragraph, identification of	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Verifying, looking back, rereading, and supporting (answers), opinions with texts	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Viewing and representing themes and ideas by analyzing photographs and illustrations	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Visual media, evaluation of	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Vocabulary development through reading, word study, listening to selections read aloud	4	5	6	7	8	RAS	TEKS		TAKS
Vocabulary: Draw on experiences to interpret figurative language, multiple-meaning words in context.	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
<i>Vocabulary Workshop</i> books with Sadlier-Oxford	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Voice, author's and presenter's viewpoints	4	5	6	7	8	RAS	TEKS	TAAS	TAKS
Volume, voice projection and effective delivery	4	5	6	7	8	RAS	TEKS		
Whole-class novel study, NISD Approved List	4	5	6	7	8	RAS	TEKS		
Word parts, structural analysis of vocabulary	4	5	6	7	8	RAS	TEKS		TAKS
Works cited, MLA/APA documentation	4	5	6	7	8	RAS	TEKS		

- This document had been modified from the NISD M. S. Reading Department Curriculum Guide and the TAAS/TEKS alignment Skills Summary Sheet that was written on May 27, 1998. The author of both documents is Karen J. Sheldon, NISD Reading Instructional Specialist.
- Information for grades 4 and 5 were added in collaboration with Dr. Joyce Hughes, Elementary Reading and Language Arts Instructional Specialist.

Skill Summary Sheet for the Northside Independent School District Comprehensive Middle School Reading Program

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Updated by Dr. Karen J. Sheldon, NISD Reading Supervisor, August 5, 2002.

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Foreshadowing events, literary devices	6	7	8	RAS	TEKS	TAKS	
Functional reading: job applications, forms, manuals, menus, newspapers, journals, advertisements, and/or electronic text	6	7	8	RAS	TEKS	TAKS	
Gathering information with notes, graphic organizers, charts, time lines, note cards, etc.	6	7	8	RAS	TEKS	TAKS	
Generalizations, supported by text	6	7	8	RAS	TEKS	TAKS	
Generating questions to direct research	6	7	8	RAS	TEKS		
Genres, types and features of	6	7	8	RAS	TEKS	TAKS	
Glossaries (resources), use of	6	7	8	RAS	TEKS		
Goal setting, ownership for reading development	6	7	8	RAS	TEKS		
Graphic sources and/or organizers	6	7	8	RAS	TEKS	TAKS	
Graphophonic word patterns, use of phonics principles	6	7	8	RAS	TEKS	TAKS	
Greek and Latin roots and prefixes		7	8	RAS	TEKS	TAKS	
Historical context of word origins	6	7	8	RAS	TEKS		
Historical fiction (variety of genres), study of	6	7	8	RAS	TEKS		
Idioms, (figures of speech): interpretation of/vocabulary development	6	7	8	RAS	TEKS	TAKS	
Independent reading level, student practice of with 95% accuracy	6	7	8	RAS	TEKS		
Inferences of traits, feeling, motives, ideas supported text	6	7	8	RAS	TEKS	TAKS	
Inquiry and research, oral/written/visual representation of							

product	6	7	8	RAS	TEKS		
Inquiry and research with career exploration	6	7	8	RAS	TEKS		
Instructional reading level, student practice of with 90% accuracy	6	7	8	RAS			
Internal consistency and logic of stories	6	7	8	RAS	TEKS	TAKS	
Interdisciplinary studies/teaming research	6	7	8	RAS	TEKS	TAKS	
Internet practice, inquiry and research, reporting (using available technology)	6	7	8	RAS	TEKS		
Interpreting speaker's perspectives, opinions, verifiable sources –verbal/nonverbal	6	7	8	RAS	TEKS		
Interviewing/reporting/communicating (comparing texts)	6	7	8	RAS	TEKS	TAKS	
Jamestown Publisher reading skills practice, short stories/comprehension building, QARs	6	7	8	RAS	TEKS	TAKS	
<ul style="list-style-type: none"> • <i>Sudden Twists, More Twists</i> • <i>Encounters, More Encounters</i> • <i>Conflicts, More Conflicts</i> 	6	7	8	RAS RAS RAS	TEKS TEKS TEKS	TAKS TAKS TAKS	
K-W-L strategy for pre-during-post reading (graphic organizer completions)	6	7	8	RAS	TEKS	TAKS	
Letter-sound correspondences, knowledge of	6	7	8	RAS	TEKS		
Letter-sound correspondences, apply to decode	6	7	8	RAS	TEKS		
Library use, knowledge of card catalogue, Inter-Net, SIRSI, Readers Guide, encyclopedia, and other reference materials including technology (Select and use resources)	6	7	8	RAS	TEKS		
Listening attentively, active listening	6	7	8	RAS	TEKS		
Listening for a variety of purposes	6	7	8	RAS	TEKS		
Literary elements to understand text	6	7	8	RAS	TEKS		
Literary terms such as title, author, illustrator, playwright; theater, stage, act, dialogue, and scene across a variety of forms	6	7	8	RAS	TEKS	TAKS	
Literature circles, small-group novel discussion	6	7	8	RAS	TEKS		
Locate, recall information from text	6	7	8	RAS	TEKS	TAKS	
Main ideas, supported with details	6	7	8	RAS	TEKS	TAKS	
Making (describing) mental images that texts evoke	6	7	8	RAS	TEKS	TAKS	
Media literacy, analyzing/evaluating forms of oral presentations for message, purpose, and point of view	6	7	8	RAS	TEKS	TAKS	
Metacomprehension, thinking about your own thinking during reading (Monitor, make modifications)	6	7	8	RAS	TEKS	TAKS	
Modern Language Association, MLA, Works Cited for correct documentation	6	7	8	RAS	TEKS		
Monitoring own reading comprehension by using “fix-it” strategies (rereading, searching, questioning)	6	7	8	RAS	TEKS	TAKS	
Mood contributes to the effect of text	6	7	8	RAS	TEKS	TAKS	
Multi-cultural literature/themes and connections	6	7	8	RAS	TEKS	TAKS	
Multiple meanings of words in context	6	7	8	RAS	TEKS	TAKS	
Note-taking techniques -T-notes, time lines, etc.	6	7	8	RAS	TEKS	TAKS	
Outlining techniques	6	7	8	RAS	TEKS	TAKS	
Paraphrasing/summarizing to recall, inform, or organize ideas	6	7	8	RAS	TEKS	TAKS	
Parts of book: headings, graphic features, table of contents, texts structure, etc.	6	7	8	RAS	TEKS	TAKS	
Persuasive language/bias, loaded words in ads	6	7	8	RAS	TEKS	TAKS	
Phonics principles for word study (letter-sound)	6	7	8	RAS	TEKS		
Plot, sequence of events, development of	6	7	8	RAS	TEKS	TAKS	
Poetic devices, reading/interpretation of poetry	6	7	8	RAS	TEKS	TAKS	
Points of view and comparison/contrast of genres	6	7	8	RAS	TEKS	TAKS	
Predicting outcomes (speculating), giving evidence for	6	7	8	RAS	TEKS	TAKS	
Problem solving, critical thinking skills	6	7	8	RAS	TEKS	TAKS	
Problem-resolution, plot, story elements	6	7	8	RAS	TEKS	TAKS	
Propaganda techniques/viewing and representing	6	7	8	RAS	TEKS	TAKS	

Purpose for reading and writing: inform, express, entertain, influence, appreciate writer's craft, discover models for own writing, problem solve, understand, interpret, etc.	6	7	8	RAS	TEKS	TAKS	
QAR-Question-answer relationships: stated- Right There, Think and Search; implied-Author and You, On My Own (different types and levels-open-ended, literal, interpretive)	6	7	8	RAS	TEKS	TAKS	
Rate of reading, adjusted to text or purpose	6	7	8	RAS	TEKS	TAKS	
Reading aloud w/ at least 90% fluency, proper phrasing, understanding, rate, expression and inflection while attending to punctuation	6	7	8	RAS	TEKS		
Reading silently w/ fluency and understanding	6	7	8	RAS	TEKS		
Recognize words using background knowledge	6	7	8	RAS	TEKS		
Reference aids, use of glossary, thesaurus, dictionary, and available technology	6	7	8	RAS	TEKS	TAKS	
Reliability of sources, credibility of author and accuracy of information or bias	6	7	8	RAS	TEKS	TAKS	
Rereading when necessary for comprehension	6	7	8	RAS	TEKS	TAKS	
Research tools, knowledge and use of	6	7	8	RAS	TEKS		
Responding to various texts through journal writing, discussion, enactment, and media	6	7	8	RAS	TEKS		
Root words, identification of, to make meaning	6	7	8	RAS	TEKS		
Rubrics, creating and using assorted	6	7	8	RAS	TEKS	TAKS	
Scene, setting or mental image the text evokes	6	7	8	RAS	TEKS	TAKS	
Selecting books @ appropriate readability levels using five-finger rule (ways to estimate)	6	7	8	RAS	TEKS	TAKS	
Self-assessment/rubric variations (revise, edit, refine, proofread)	6	7	8	RAS	TEKS		
Self-monitor comprehension	6	7	8	RAS	TEKS		
Semantics, using context clues to make meaning	6	7	8	RAS	TEKS	TAKS	
Sequence of events, plot development	6	7	8	RAS	TEKS	TAKS	
Setting of story or texts, scene or mental image	6	7	8	RAS	TEKS	TAKS	
Shared Inquiry (<i>Junior Great Books</i>)	6	7	8	RAS	TEKS		
Similarities/differences across texts in scope, treatment or organization	6	7	8	RAS	TEKS	TAKS	
Skimming and scanning practice (vary rate)	6	7	8	RAS	TEKS		
Socratic Seminars	6	7	8	RAS	TEKS		
Speaking skills, informal vs. formal language	6	7	8	RAS	TEKS		
Specialized vocabulary in context	6	7	8	RAS	TEKS	TAKS	
Structural analysis	6	7	8	RAS	TEKS	TAKS	
Structure of language to recognize words	6	7	8	RAS	TEKS	TAKS	
Structure, text (cause/effect, chronological, etc.)	6	7	8	RAS	TEKS	TAKS	
Study skills, text structure/outlining/notes	6	7	8	RAS	TEKS	TAKS	
Study strategies - SQ3R, QARs, (outlining, etc.)	6	7	8	RAS	TEKS	TAKS	
Style, contributing to the effect of text	6	7	8	RAS	TEKS	TAKS	
Summarization strategies - posters	6	7	8	RAS	TEKS	TAKS	
Supporting opinions with text evidence as in <i>Junior Great Books</i> , Socratic Seminars	6	7	8	RAS	TEKS	TAKS	
Support responses with text (personal experiences)	6	7	8	RAS	TEKS		
Sustained silent reading practice, SSR (read silently with increasing ease for longer periods)	6	7	8	RAS	TEKS	TAKS	
Symbolism, interpretation of literary devices	6	7	8	RAS	TEKS	TAKS	
Synonyms, vocabulary/context clues	6	7	8	RAS	TEKS	TAKS	
Syntax, language structure cues using grammar, word order, and text structure to make meaning	6	7	8	RAS	TEKS	TAKS	
Systematic word study, vocabulary building	6	7	8	RAS	TEKS	TAKS	
Technology, inquiry and research, reference aids	6	7	8	RAS	TEKS	TAKS	

Test-taking strategies/(answering varied types of questions) for informal/formal assessments	6	7	8	RAS	TEKS	TAKS	
Textbooks how to read and study content area	6	7	8	RAS	TEKS	TAKS	
Text comparisons							
• Narrative	6	7	8	RAS	TEKS	TAKS	
• Expository	6	7	8	RAS	TEKS	TAKS	
• Expository/Functional	6	7	8	RAS	TEKS	TAKS	
• Narrative/Functional	6	7	8	RAS	TEKS	TAKS	
Text structure: recognize that authors organize information in specific ways	6	7	8	RAS	TEKS	TAKS	
Theme	6	7	8	RAS	TEKS	TAKS	
Thinking Maps/graphic organizers	6	7	8	RAS	TEKS	TAKS	
Tone contributes to the effect of text	6	7	8	RAS	TEKS	TAKS	
Topic sentence in paragraph, identification of	6	7	8	RAS	TEKS	TAKS	
Verifying, looking back, rereading, and supporting (answers), opinions with texts	6	7	8	RAS	TEKS	TAKS	
Viewing and representing themes and ideas by analyzing photographs and illustrations	6	7	8	RAS	TEKS	TAKS	
Visual media, evaluation of	6	7	8	RAS	TEKS	TAKS	
Vocabulary development through reading, word study, listening to selections read aloud	6	7	8	RAS	TEKS	TAKS	
Vocabulary: Draw on experiences to interpret figurative language, multiple-meaning words in context.	6	7	8	RAS	TEKS	TAKS	
<i>Vocabulary Workshop</i> books, if available, with Sadlier-Oxford	6	7	8	RAS	TEKS	TAKS	
Voice, author's and presenter's viewpoints	6	7	8	RAS	TEKS	TAKS	
Volume, voice projection and effective delivery	6	7	8	RAS	TEKS		
Whole-class novel study, NISD Approved List	6	7	8	RAS	TEKS		
Word parts, structural analysis of vocabulary	6	7	8	RAS	TEKS	TAKS	
Works cited, MLA/APA documentation	6	7	8	RAS	TEKS		

- This document had been modified from the NISD M. S. Reading Department Curriculum Guide and the TAAS/TEKS Skills Summary Sheet that was written on May 27, 1998.