



LEXIA

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READING  
TEXAS

**Grade K – 5 TEKS Alignments for new TEKS  
implemented beginning fall 2019.**

*Please note: Core5 is a literacy acceleration program for Texas. As such, the instructional content coverage extends from early Pre-Kindergarten concepts, all the way through end-of-year 5th grade concepts. Core5 allows students to work at their proficiency level, and then scaffolds students upwards with adaptive technology. This document demonstrates Core5's coverage of K – 5 TEKS standards.*

KINDERGARTEN TEKS, Adopted 2017	Core5 Grade K Citations
TEKS K.1.1) listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
TEKS K.1.1A) listen actively and ask questions to understand information and answer questions using multi-word responses;	As students work in Core5, they listen to and derive meaning from a variety of media while choosing the skills and activities to complete. After choosing activities, students follow oral directions and prompts to complete tasks. Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms.
TEKS K.1.1B) restate and follow oral directions that involve a short, related sequence of actions;	After choosing activities online, students follow oral directions and prompts to complete tasks. Additionally, offline materials, such as Lexia Connections, provide opportunities for students to follow oral directions.
TEKS K.1.1C) share information and ideas by speaking audibly and clearly using the conventions of language;	<b>Core5 Skill Builders: Phonics:</b> Simple Word Chains <b>Core5 Lesson: Comprehension:</b> Picturing Keywords <b>Core5 Skill Builders: Comprehension:</b> Nursery Rhymes <b>Core5 Skill Builders: Comprehension:</b> Picturing Stories 1 <b>Core5 Skill Builders: Comprehension:</b> Picturing Stories 2 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 1
TEKS K.1.1D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	<b>Core5 Lesson: Comprehension:</b> Picturing Keywords Additionally, Lexia Connections provide teaching strategies and collaborative activity ideas to introduce, reinforce, or extend skills.
TEKS K.1.1E) develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.	Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms.
TEKS K.1.2) listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
TEKS K.1.2A) demonstrate phonological awareness by:	
TEKS K.1.2Ai) identifying and producing rhyming words;	<b>Core5 Online Activity: Phonological Awareness:</b> Rhyming <b>Core5 Lesson: Phonological Awareness:</b> Rhyming <b>Core5 Skill Builders: Phonological Awareness:</b> Rhyming
TEKS K.1.2Aii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<b>Core5 Online Activity: Phonological Awareness:</b> Beginning Sounds <b>Core5 Online Activity: Phonics:</b> Beginning Sounds & Letters <b>Core5 Lesson: Phonological Awareness:</b> Beginning Sounds <b>Core5 Lesson: Phonological Awareness:</b> Beginning Consonant Sounds <b>Core5 Skill Builders: Phonological Awareness:</b> Beginning Sounds <b>Core5 Skill Builders: Phonics:</b> Beginning Sounds & Letters
TEKS K.1.2Aiii) identifying the individual words in a spoken sentence;	<b>Core5 Connections: Phonological Awareness:</b> Segmenting Sentences into Words <b>Core5 Skill Builders: Comprehension:</b> Picturing Stories
TEKS K.1.2Aiv) identifying syllables in spoken words;	<b>Core5 Online Activity: Phonological Awareness:</b> Blending & Segmenting 1 <b>Core5 Skill Builders: Phonological Awareness:</b> Blending & Segmenting 1 <b>Core5 Connections: Phonological Awareness:</b> Segmenting Words into Syllables

TEKS K.1.2Av) blending syllables to form multisyllabic words;	<b>Core5 Online Activity: Phonological Awareness:</b> Blending & Segmenting 1 <b>Core5 Skill Builders: Phonological Awareness:</b> Blending & Segmenting 1 <b>Core5 Connections: Phonological Awareness:</b> Blending Syllables into Words <b>Core5 Lesson: Phonological Awareness:</b> Blending Syllables
TEKS K.1.2Avi) segmenting multisyllabic words into syllables;	<b>Core5 Online Activity: Phonological Awareness:</b> Blending & Segmenting 1 <b>Core5 Skill Builders: Phonological Awareness:</b> Blending & Segmenting 1 <b>Core5 Connections: Phonological Awareness:</b> Segmenting Words into Syllables
TEKS K.1.2Avii) blending spoken onsets and rimes to form simple words;	<b>Core5 Online Activity: Phonological Awareness:</b> Blending & Segmenting 2 <b>Core5 Lesson: Phonological Awareness:</b> Blending Sounds <b>Core5 Skill Builders: Phonological Awareness:</b> Blending & Segmenting 2 <b>Core5 Connections: Phonological Awareness:</b> Beginning Sounds <b>Core5 Connections: Phonological Awareness:</b> Blending Sounds into Words <b>Core5 Connections: Phonological Awareness:</b> Rhyming & Alliteration
TEKS K.1.2Aviii) blending spoken phonemes to form one-syllable words;	<b>Core5 Online Activity: Phonological Awareness:</b> Blending & Segmenting 2 <b>Core5 Skill Builders: Phonological Awareness:</b> Blending & Segmenting 1 <b>Core5 Connections: Phonological Awareness:</b> Blending Sounds into Words
TEKS K.1.2Aix) manipulating syllables within a multisyllabic word; and	<b>Core 5: Online Activity: Phonics:</b> Simple Word Chains <b>Core 5 Connections: Phonics:</b> Simple Word Chains <b>Core 5 Lesson: Phonics:</b> Consonant Substitution <b>Core 5 Skill Builder: Phonics:</b> Simple Word Chains <b>Core 5 Connections: Phonics:</b> Medial Vowels <b>Core 5 Connections: Phonological Awareness:</b> Sound Manipulation
TEKS K.1.2Ax) segmenting spoken one-syllable words into individual phonemes;	<b>Core5 Online Activity: Phonological Awareness:</b> Blending & Segmenting 2 <b>Core5 Lesson: Phonological Awareness:</b> Segmenting Sounds <b>Core5 Skill Builders: Phonological Awareness:</b> Blending & Segmenting 2
TEKS K.1.2B) demonstrate and apply phonetic knowledge by:	
TEKS K.1.2Bi) identifying and matching the common sounds that letters represent;	<b>Core 5: Online Activity: Phonics:</b> Letter Matching <b>Core 5: Online Activity: Phonics:</b> Letter Names <b>Core 5: Online Activity: Phonics:</b> Consonant Sounds <b>Core 5: Online Activity: Phonics:</b> Beginning Sounds & Letters <b>Core 5: Online Activity: Phonics:</b> Medial Vowels <b>Core 5 Lesson: Phonics:</b> Letter Match <b>Core 5 Lesson: Phonological Awareness:</b> Beginning Sounds <b>Core 5 Lesson: Phonics:</b> Letter Names <b>Core 5 Lesson: Phonics:</b> CVC Word Completion: Beginning Letters <b>Core 5 Lesson: Phonics:</b> Ending Letters CVC

	<b>Core 5 Skill Builders: Phonics: Letter Matching</b>
TEKS K.1.2Bii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	<b>Core 5: Online Activity: Phonics: Short Vowel Sounds</b> <b>Core 5: Online Activity: Phonics: Medial Vowels</b> <b>Core 5 Lesson: Phonics: CVC Word Completion: Beginning Letters</b> <b>Core 5 Lesson: Phonics: Ending Letters CVC</b> <b>Core 5 Lesson: Phonics: Short Vowel a</b> <b>Core 5 Lesson: Phonics: Short Vowel e</b> <b>Core 5 Lesson: Phonics: Short Vowel i</b> <b>Core 5 Lesson: Phonics: Short Vowel o</b> <b>Core 5 Lesson: Phonics: Short Vowel u</b> <b>Core 5 Skill Builders: Phonics: Short Vowel Sounds</b> <b>Core 5 Skill Builders: Phonics: Medial Vowels</b> <b>Core 5 Connections: Phonics: Matching Sounds &amp; Letters</b> <b>Core 5 Connections: Phonics: Short Vowel Sounds</b>
TEKS K.1.2Biii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	<b>Core 5: Online Activity: Phonics: Simple Word Chains</b> <b>Core 5 Connections: Phonics: Simple Word Chains</b> <b>Core 5 Lesson: Phonics: Consonant Substitution</b> <b>Core 5 Skill Builder: Phonics: Simple Word Chains</b> <b>Core 5 Connections: Phonics: Medial Vowels</b> <b>Core 5 Connections: Phonological Awareness: Sound Manipulation</b>
TEKS K.1.2Biv) identifying and reading at least 25 high-frequency words from a research-based list;	<b>Core5 Skill Builders: Automaticity/Fluency: Sight Words 1</b> <b>Core5 Skill Builders: Automaticity/Fluency: Sight Words 2</b> <b>Core5 Connections: Automaticity/Fluency: Automaticity for Sight Words</b> <b>Core 5: Online Activity: Automaticity/Fluency: Warm-up: Consonant Sounds and Sight Words (Review)</b>
TEKS K.1.2C) demonstrate and apply spelling knowledge by:	
TEKS K.1.2Ci) spelling words with VC, CVC, and CCVC;	<b>Core 5: Online Activity: Phonics: Short Vowel Sounds</b> <b>Core 5: Online Activity: Phonics: Medial Vowels</b> <b>Core 5 Lesson: Phonics: CVC Word Completion: Beginning Letters</b> <b>Core 5 Lesson: Phonics: Ending Letters CVC</b>  <b>Core 5 Skill Builders: Phonics: Short Vowel Sounds</b> <b>Core 5 Skill Builders: Phonics: Medial Vowels</b> <b>Core 5 Connections: Phonics: Matching Sounds &amp; Letters</b> <b>Core 5 Connections: Phonics: Short Vowel Sounds</b>
TEKS K.1.2Cii) spelling words using sound-spelling patterns; and	<b>Core 5 Connections: Phonics: Simple Word Chains</b>
TEKS K.1.2Ciii) spelling high-frequency words from a research-based list;	<b>Core5 Skill Builders: Automaticity/Fluency: Sight Words 1</b> <b>Core5 Skill Builders: Automaticity/Fluency: Sight Words 2</b> <b>Core5 Connections: Automaticity/Fluency: Automaticity for Sight Words</b>
TEKS K.1.2D) demonstrate print awareness by:	
TEKS K.1.2Di) identifying the front cover, back cover, and title page of a book;	<b>Core5 Supplemental Comprehension Lesson: Types of Texts</b>  Additional coverage present for Texas for 2019 to support instruction in print concepts.
TEKS K.1.2Dii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	<b>Core5 Online Activity: Comprehension: Sequencing Stories 2</b> <b>Core5 Lesson: Automaticity/Fluency: Sight Words, Lesson 1</b> <b>Core5 Skill Builders: Comprehension: Nursery Rhymes</b> <b>Core5 Skill Builders: Comprehension: Picturing Stories 1</b> <b>Core5 Skill Builders: Comprehension: Picturing Stories 2</b> <b>Core5 Skill Builders: Comprehension: Sequencing Stories 1</b> <b>Core5 Connections: Phonics: Reading CVC Words</b>

TEKS K.1.2Diii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	<b>Core5 Connections: Phonological Awareness:</b> Segmenting Sentences into Words <b>Core 5 Skill Builders: Comprehension:</b> Nursery Rhymes <b>Core 5 Skill Builders: Comprehension:</b> Picturing Stories 1 <b>Core 5: Online Activity: Automaticity/Fluency:</b> Sight Words 1 <b>Core 5: Online Activity: Automaticity/Fluency:</b> Sight Words 2
TEKS K.1.2Div) recognizing the difference between a letter and a printed word; and	<b>Core 5: Online Activity: Phonics:</b> Simple Word Chains <b>Core 5 Connections: Phonics:</b> Simple Word Chains <b>Core 5 Lesson: Phonics:</b> Consonant Substitution <b>Core 5 Skill Builder: Phonics:</b> Simple Word Chains <b>Core 5 Connections: Phonics:</b> Medial Vowels <b>Core 5 Connections: Phonological Awareness:</b> Sound Manipulation
TEKS K.1.2Dv) identifying all uppercase and lowercase letters; and	<b>Core 5: Online Activity: Phonics:</b> Letter Matching <b>Core 5: Online Activity: Phonics:</b> Letter Names <b>Core 5: Online Activity: Phonics:</b> Consonant Sounds <b>Core 5: Online Activity: Phonics:</b> Beginning Sounds & Letters <b>Core 5: Online Activity: Phonics:</b> Medial Vowels <b>Core 5 Lesson: Phonics:</b> Letter Match <b>Core 5 Lesson: Phonological Awareness:</b> Beginning Sounds <b>Core 5 Lesson: Phonics:</b> Letter Names <b>Core 5 Lesson: Phonological Awareness:</b> Blending Sounds <b>Core 5 Lesson: Phonological Awareness:</b> Segmenting Sounds <b>Core 5 Lesson: Phonics:</b> CVC Word Completion: Beginning Letters <b>Core 5 Lesson: Phonics:</b> Ending Letters CVC <b>Core 5 Skill Builders: Phonics:</b> Letter Matching
TEKS K.1.2E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	<b>Core 5 Connections: Phonics:</b> Letter Names
TEKS K.1.3) listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
TEKS K.1.3A) use a resource such as a picture dictionary or digital resource to find words;	<b>Core 5 Connections: Comprehension:</b> Context Clues
TEKS K.1.3B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	<b>Core 5 Online: Comprehension:</b> Picturing Stories 2 <b>Core 5 Online: Comprehension:</b> Picturing Stories 1 <b>Core 5 Online: Comprehension:</b> Nursery Rhymes <b>Core 5 Online: Comprehension:</b> Sequencing Stories 1 <b>Core 5 Online: Comprehension:</b> Sequencing Stories 2 <b>Core 5 Lesson: Comprehension:</b> Picturing Details <b>Core 5 Lesson: Comprehension:</b> Sequencing Events <b>Core 5 Skill Builders: Comprehension:</b> Nursery Rhymes <b>Core 5 Skill Builders: Comprehension:</b> Picturing Stories 1 <b>Core 5 Skill Builders: Comprehension:</b> Picturing Stories 2 <b>Core 5 Skill Builders: Comprehension:</b> Sequencing Stories 1 <b>Core 5 Skill Builders: Comprehension:</b> Sequencing Stories 2 <b>Core 5 Connections: Comprehension:</b> Picturing Keywords <b>Core 5 Connections: Comprehension:</b> Picturing Stories <b>Core 5 Connections: Comprehension:</b> Sequencing <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts
TEKS K.1.3C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	<b>Core 5 Online: Vocabulary:</b> Categorizing Pictures <b>Core 5 Online: Vocabulary:</b> Basic Concepts <b>Core 5 Lesson: Vocabulary:</b> Basic Categories <b>Core 5 Lesson: Vocabulary:</b> Basic Concepts <b>Core 5 Skill Builders: Vocabulary:</b> Categorizing Pictures <b>Core 5 Skill Builders: Vocabulary:</b> Basic Concepts

	<b>Core 5 Connections: Vocabulary:</b> Basic Categories
TEKS K.1.4) listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	<b>Core5 Connections: Comprehension:</b> Sequencing <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems <b>Core5 Supplemental Comprehension Lesson:</b> Types of Texts
TEKS K.2.5) The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
TEKS K.2.5A) establish purpose for reading assigned and self-selected texts with adult assistance;	<b>Core 5 Online: Comprehension:</b> Nursery Rhymes <b>Core 5 Skill Builders: Comprehension:</b> Nursery Rhymes <b>Core 5 Lesson: Comprehension:</b> Picturing Details <b>Core 5 Lesson: Comprehension:</b> Sequencing Events <b>Core 5 Connections: Comprehension:</b> Picturing Stories <b>Core 5 Connections: Comprehension:</b> Sequencing
TEKS K.2.5B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	<b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 1 <b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Sentences
TEKS K.2.5C) make and confirm predictions using text features and structures with adult assistance;	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts
TEKS K.2.5D) create mental images to deepen understanding with adult assistance;	<b>Core5 Online Activity: Comprehension:</b> Picturing Stories 1 <b>Core5 Online Activity: Comprehension:</b> Picturing Stories 2 <b>Core5 Lesson: Comprehension:</b> Picturing Details <b>Core 5 Skill Builders: Comprehension:</b> Picturing Stories 1 <b>Core 5 Skill Builders: Comprehension:</b> Picturing Stories 2 <b>Core 5 Connections: Comprehension:</b> Picturing Stories <b>Core 5 Connections: Comprehension:</b> Sequencing
TEKS K.2.5E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories
TEKS K.2.5F) make inferences and use evidence to support understanding with adult assistance;	<b>Core5 Lesson: Comprehension:</b> Picturing Details <b>Core5 Online Activity: Comprehension:</b> Picturing Stories 1 <b>Core5 Online Activity: Comprehension:</b> Picturing Stories 2 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 1 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 2 <b>Core5 Connections: Comprehension:</b> Picturing Stories <b>Core5 Connections: Comprehension:</b> Sequencing
TEKS K.2.5G) evaluate details to determine what is most important with adult assistance;	<b>Core5 Skill Builders: Comprehension:</b> Picturing Stories 2 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 2 <b>Core5 Online Activity: Comprehension:</b> Sequencing Stories 2 <b>Core5 Connections: Comprehension:</b> Sequencing <b>Core5 Lesson: Comprehension:</b> Picturing Details <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts
TEKS K.2.5H) synthesize information to create new understanding with adult assistance; and	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts
TEKS K.2.5I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Lesson: Comprehension:</b> Sequencing Sentences <b>Core5 Skill Builders: Comprehension:</b> Sequencing Sentences

	<b>Core5 Connections: Comprehension:</b> Sequencing Sentences
TEKS K.3.6) The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
TEKS K.3.6A) describe personal connections to a variety of sources;	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories
TEKS K.3.6B) provide an oral, pictorial, or written response to a text; TEKS K.3.6C) use text evidence to support an appropriate response;	<b>Core5 Lesson: Comprehension:</b> Picturing Details <b>Core5 Online Activity: Comprehension:</b> Picturing Stories 1 <b>Core5 Online Activity: Comprehension:</b> Picturing Stories 2 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 1 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 2 <b>Core5 Connections: Comprehension:</b> Picturing Stories <b>Core5 Connections: Comprehension:</b> Sequencing
TEKS K.3.6D) retell texts in ways that maintain meaning;	<b>Core5 Skill Builders: Comprehension:</b> Picturing Stories 2 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 2 <b>Core5 Online Activity: Comprehension:</b> Sequencing Stories 2 <b>Core5 Connections: Comprehension:</b> Sequencing <b>Core5 Lesson: Comprehension:</b> Picturing Details
TEKS K.3.6E) interact with sources in meaningful ways such as illustrating or writing; and	<b>Core5 Connections: Comprehension:</b> Picturing Stories
TEKS K.3.6F) respond using newly acquired vocabulary as appropriate.	<b>Core5 Skill Builders: Comprehension:</b> Nursery Rhymes <b>Core5 Skill Builders: Comprehension:</b> Picturing Stories 1 <b>Core5 Skill Builders: Comprehension:</b> Picturing Stories 2 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 1 <b>Core5 Connections: Vocabulary:</b> Combining Adjectives <b>Core5 Online Activity: Vocabulary:</b> Combining Adjectives
TEKS K.4.7) LITERARY ELEMENTS: The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
TEKS K.4.7A) discuss topics and determine the basic theme using text evidence with adult assistance;	<b>Core 5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories
TEKS K.4.7B) identify and describe the main character(s); TEKS K.4.7C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and TEKS K.4.7D) describe the setting.	<b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 1 <b>Core5 Online Activity: Comprehension:</b> Sequencing Stories 2 <b>Core5 Lesson: Comprehension:</b> Sequencing Events <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Skill Builders: Comprehension:</b> Picturing Stories 1 <b>Core5 Skill Builders: Comprehension:</b> Picturing Stories 2 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 1 <b>Core5 Skill Builders: Comprehension:</b> Sequencing Stories 2 <b>Core5 Connections: Comprehension:</b> Sequencing <b>Core5 Skill Builders: Comprehension:</b> Picturing Stories 1 <b>Core5 Skill Builders: Comprehension:</b> Picturing Stories 2
TEKS K.4.8) GENRES: The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex	
TEKS K.4.8A) demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes;	<b>Core5 Supplemental Comprehension Lesson:</b> Types of Texts
TEKS K.4.8B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	<b>Core 5 Skill Builders: Comprehension:</b> Nursery Rhymes <b>Core 5 Skill Builders: Phonological Awareness:</b> Rhyming <b>Core 5 Supplemental Comprehension Lesson:</b> Reading Poems
TEKS K.4.8C) discuss main characters in drama;	This standard is addressed in later levels of the program.
TEKS K.4.8D) recognize characteristics and structures of informational text, including:	<b>Core5 Supplemental Comprehension Lesson:</b> Types of Texts
TEKS K.4.8Di) the central idea and supporting evidence with adult assistance;	<b>Core5 Online Activity: Comprehension:</b> Sequencing Stories 2 <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts

TEKS K.4.8Dii) titles and simple graphics to gain information; and	<b>Core5 Supplemental Comprehension Lesson: Types of Texts</b>
TEKS K.4.8Diii) the steps in a sequence with adult assistance;	<b>Core5 Skill Builders: Comprehension: Sequencing Stories 1</b> <b>Core5 Skill Builders: Comprehension: Sequencing Stories 2</b> <b>Core5 Connections: Comprehension: Sequencing</b>
TEKS K.4.8E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	This standard is addressed in later levels of the program.
TEKS K.4.8.F) recognize characteristics of multimodal and digital texts.	Students are exposed to multimodal and digital texts throughout the program. This standard will be additionally addressed in new releases for Texas for Back-to-School 2019
TEKS K.5.9) 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. The student is expected to:	
TEKS K.5.9A) discuss with adult assistance the author's purpose for writing text;	<b>Core 5 Supplemental Comprehension Lesson: Compare/Contrast Illustrated Texts</b>
TEKS K.5.9B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	
TEKS K.5.9C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	
TEKS K.5.9D) discuss with adult assistance how the author uses words that help the reader visualize; and	
TEKS K.5.9E) listen to and experience first- and third-person texts.	
TEKS K.6.10) WRITING PROCESS: The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
TEKS K.6.10A) plan by generating ideas for writing through class discussions and drawings;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10B) develop drafts in oral, pictorial, or written form by organizing ideas;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10C) revise drafts by adding details in pictures or words;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10D) edit drafts with adult assistance using standard English conventions, including:	
TEKS K.6.10Di) complete sentences;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10Dii) verbs;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10Diii) singular and plural nouns;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10Div) adjectives, including articles;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10Dv) prepositions;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10Dvi) pronouns, including subjective, objective, and possessive cases;	Composition opportunities are covered in the Texas Writing Prompt Pack



Composition opportunities are covered in the Texas Writing Prompt Pack	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10Dviii) punctuation marks at the end of declarative sentences; and	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10Dix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.10E) share writing.	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.11) GENRES: The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
TEKS K.6.11A) dictate or compose literary texts, including personal narratives; and	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.11B) dictate or compose informational texts.	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.7.12) The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
TEKS K.7.12A) generate questions for formal and informal inquiry with adult assistance;	Coverage opportunities provided through supplemental components
TEKS K.7.12B) develop and follow a research plan with adult assistance;	
TEKS K.7.12C) gather information from a variety of sources with adult assistance;	Coverage opportunities provided through supplemental components
TEKS K.7.12D) demonstrate understanding of information gathered with adult assistance; and	Coverage opportunities provided through supplemental components
TEKS K.7.12E) use an appropriate mode of delivery, whether written, oral, or multimodal to present results.	Coverage opportunities provided through supplemental components

Grade 1 TEKS, Adopted 2017	Core5 Grade 1 Citations
TEKS 1.1.1) listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
TEKS 1.1.1A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	As students work in Core5, they listen to and derive meaning from a variety of media while choosing the skills and activities to complete. After choosing activities, students follow oral directions and prompts to complete tasks. Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms.
TEKS 1.1.1B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	After choosing activities online, students follow oral directions and prompts to complete tasks. Additionally, offline materials, such as Lexia Connections, provide opportunities for students to follow oral directions.
TEKS 1.1.1C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms
TEKS 1.1.1D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	Lexia Connections provide teaching strategies and collaborative activity ideas to introduce, reinforce, or extend skills.
TEKS 1.1.1E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	Coverage opportunities provided through supplemental components
TEKS 1.1.2) listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
TEKS 1.1.2A) demonstrate phonological awareness by:	
TEKS 1.1.2Ai) producing a series of rhyming words;	<b>Core5 Online Activity: Phonological Awareness:</b> Rhyming <b>Core5 Lesson: Phonological Awareness:</b> Rhyming <b>Core5 Skill Builders: Phonological Awareness:</b> Rhyming
TEKS 1.1.2Aii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<b>Core 5: Online Activity: Phonics:</b> Beginning Sounds & Letters <b>Core5 Connection:</b> Rhyming & Alliteration
TEKS 1.1.2Aiii) distinguishing between long and short vowel sounds in one-syllable words;	<b>Core5 Lesson: Phonics:</b> Long and Short Vowel Sounds <b>Core5 Lesson: Phonics:</b> Silent E Recognition <b>Core5 Lesson: Phonics:</b> Long Vowel Team ay <b>Core5 Lesson: Phonics:</b> Long Vowel Team ea <b>Core5 Lesson: Phonics:</b> Long Vowel Team oa <b>Core5 Lesson: Phonics:</b> Long Vowel Team oe <b>Core5 Lesson: Phonics:</b> Spelling Words with Silent E <b>Core5 Lesson: Phonics:</b> Long Vowel Team ee <b>Core5 Lesson: Phonics:</b> Long Vowel Team ie <b>Core5 Lesson: Phonics:</b> Long Vowel Team eigh <b>Core5 Lesson: Phonics:</b> Long Vowel Team ie <b>Core5 Lesson: Phonics:</b> Long Vowel Team igh <b>Core5 Skill Builders:</b> Long Vowel Teams <b>Core5 Online Activity: Phonics:</b> Silent E Recognition

	<b>Core5 Online Activity: Phonics:</b> Silent E Construction <b>Core5 Online Activity: Phonics:</b> Long Vowel Teams <b>Core5 Skill Builders: Phonics:</b> Silent E Recognition <b>Core5 Skill Builders: Phonics:</b> Long Vowel Teams <b>Core5 Skill Builders: Phonics:</b> Silent E Construction <b>Core5 Connections: Phonics:</b> Long Vowel Teams <b>Core5 Connections: Phonics:</b> Silent E Construction <b>Core5 Connections: Phonics:</b> Vowel Combinations
TEKS 1.1.2Aiv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	<b>Core5 Online Activity: Phonics:</b> Building Words <b>Core5 Lesson: Phonics:</b> Long and Short Vowel Sounds <b>Core5 Lesson: Phonics:</b> Sounds to Letters <b>Core5 Online Activity: Phonics:</b> Reversible Letter (b, d, p) <b>Core5 Lesson: Phonics:</b> Easily Reversible Letters - b, d, p <b>Core5 Connections: Phonics:</b> Building Words <b>Core5 Connections: Phonics:</b> Long Vowel Sounds
TEKS 1.1.2Av) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	<b>Core5 Lesson: Phonics:</b> Sounds to Letters <b>Core5 Skill Builders: Phonics:</b> Building Words <b>Core5 Connections: Phonics:</b> Words with Blends & Digraphs
TEKS 1.1.2Avi) manipulating phonemes within base words; and	<b>Core5 Skill Builders: Phonics:</b> Building Words <b>Core5 Lesson: Phonics:</b> Sounds to Letters <b>Core5 Skill Builders: Phonics:</b> Building Words <b>Core5 Connections: Phonics:</b> Building Words
TEKS 1.1.2Avii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	<b>Core5 Online Activity: Phonics:</b> Building Words <b>Core5 Skill Builders: Phonics:</b> Building Words <b>Core5 Connections: Phonics:</b> Building Words <b>Core5 Lesson: Phonics:</b> Sounds to Letters
TEKS 1.1.2B) demonstrate and apply phonetic knowledge by:	
TEKS 1.1.2Bi) decoding words in isolation and in context by applying common letter sound correspondences;	<b>Core 5: Online Activity: Phonics:</b> Beginning Sounds & Letters <b>Core 5: Online Activity: Phonics:</b> Short Vowel Sounds <b>Core 5: Online Activity: Phonics:</b> Simple Word Chains <b>Core 5 Lesson: Phonics:</b> Picture-Word Match (CVC Words) <b>Core5 Online Activity: Phonics:</b> Building Words <b>Core 5 Connections: Phonics:</b> Reading CVC Words
TEKS 1.1.2Bii) decoding words with initial and final consonant blends, digraphs, and trigraphs;	<b>Core5 Connections: Phonics:</b> Words with Blends & Digraphs <b>Core 5 Connections: Phonological Awareness:</b> Blending Sounds into Words <b>Core 5 Connections: Phonics:</b> Simple Word Chains <b>Core 5 Connections: Phonics:</b> Simple Word Chains <b>Core5 Lesson: Phonics:</b> Digraph ch <b>Core5 Lesson: Phonics:</b> Digraph ck <b>Core5 Lesson: Phonics:</b> Digraph ng <b>Core5 Lesson: Phonics:</b> Digraph sh <b>Core5 Lesson: Phonics:</b> Digraph th <b>Core5 Lesson: Phonics:</b> Digraph wh <b>Core5 Lesson: Phonics:</b> Digraph ch
TEKS 1.1.2Biii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	<b>Core5 Lesson: Phonics:</b> Long and Short Vowel Sounds <b>Core5 Lesson: Phonics:</b> Silent E Recognition <b>Core5 Lesson: Phonics:</b> Long Vowel Team ay <b>Core5 Lesson: Phonics:</b> Long Vowel Team ea <b>Core5 Lesson: Phonics:</b> Long Vowel Team oa <b>Core5 Lesson: Phonics:</b> Long Vowel Team oe

	<b>Core5 Lesson: Phonics:</b> Spelling Words with Silent E <b>Core5 Lesson: Phonics:</b> Long Vowel Team ee <b>Core5 Lesson: Phonics:</b> Long Vowel Team ie <b>Core5 Lesson: Phonics:</b> Long Vowel Team eigh <b>Core5 Lesson: Phonics:</b> Long Vowel Team ie <b>Core5 Lesson: Phonics:</b> Long Vowel Team igh <b>Core5 Skill Builders: Phonics:</b> Long Vowel Teams <b>Core5 Online Activity: Phonics:</b> Silent E Recognition <b>Core5 Online Activity: Phonics:</b> Silent E Construction <b>Core5 Online Activity: Phonics:</b> Long Vowel Teams <b>Core5 Skill Builders: Phonics:</b> Silent E Recognition <b>Core5 Skill Builders: Phonics:</b> Long Vowel Teams <b>Core5 Skill Builders: Phonics:</b> Silent E Construction <b>Core5 Skill Builders: Phonics:</b> Two Syllable Words <b>Core5 Connections: Phonics:</b> Long Vowel Teams <b>Core5 Connections: Phonics:</b> Silent E Construction <b>Core5 Connections: Phonics:</b> Vowel Combinations
TEKS 1.1.2Biv) using knowledge of base words to decode common compound words and contractions;	<b>Core5 Online Activity: Phonics:</b> Two Syllable Words <b>Core5 Lesson: Phonics:</b> Closed Syllables, Lesson 1 <b>Core5 Lesson: Phonics:</b> Silent e Syllables, Lesson 1
TEKS 1.1.2Bv) decoding words with inflectional endings, including -ed, -s, and -es; and	<b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2
TEKS 1.1.2Bvi) identifying and reading at least 100 high-frequency words from a research-based list;	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Picture Word Match and Sight Words (Review) <b>Core5 Online Activity: Automaticity/Fluency:</b> Sight Words 3 <b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Consonant Digraphs and Sight Words (Review) <b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Silent E Recognition and Picture-Word Match (Review) <b>Core5 Online Activity: Fluency:</b> Sight Words 4 <b>Core5 Lesson: Automaticity/Fluency:</b> Sight Words, Lesson 2 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Sight Words 3 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Sight Words 4 <b>Core5 Lesson: Automaticity/Fluency:</b> Sight Words, Lesson 2
TEKS 1.1.2C) demonstrate and apply spelling knowledge by:	
TEKS 1.1.2Ci) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	<b>Core5 Online: Phonics:</b> Building Words <b>Core5 Lesson: Phonics:</b> Sounds to Letters <b>Core5 Lesson: Phonics:</b> Word Families <b>Core5 Lesson: Phonics:</b> Silent E Syllables, Lesson 1 <b>Core5 Skill Builders: Phonics:</b> Silent E Recognition <b>Core5 Skill Builders: Phonics:</b> Long Vowel Teams <b>Core5 Skill Builders: Phonics:</b> R-Controlled Vowels <b>Core5 Skill Builders: Phonics:</b> Vowel Combinations <b>Core5 Connections: Phonics:</b> Building Words <b>Core5 Connections: Phonics:</b> Word Families
TEKS 1.1.2Cii) spelling words with initial and final consonant blends, digraphs, and trigraphs;	<b>Core5 Connections: Phonics:</b> Words with Blends & Digraphs <b>Core 5 Connections: Phonological Awareness:</b> Blending Sounds into Words <b>Core 5 Connections: Phonics:</b> Simple Word Chains <b>Core 5 Connections: Phonics:</b> Simple Word Chains <b>Core5 Lesson: Phonics:</b> Digraph ch <b>Core5 Lesson: Phonics:</b> Digraph ck <b>Core5 Lesson: Phonics:</b> Digraph ng

	<b>Core5 Lesson: Phonics:</b> Digraph sh <b>Core5 Lesson: Phonics:</b> Digraph th <b>Core5 Lesson: Phonics:</b> Digraph wh <b>Core5 Lesson: Phonics:</b> Digraph ch
TEKS 1.1.2Ciii) spelling words using sound-spelling patterns; and	<b>Core 5: Online Activity: Phonics:</b> Beginning Sounds & Letters <b>Core 5: Online Activity: Phonics:</b> Short Vowel Sounds <b>Core 5: Online Activity: Phonics:</b> Simple Word Chains  <b>Core5 Online Activity: Phonics:</b> Building Words
TEKS 1.1.2Civ) spelling high-frequency words from a research-based list;	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: <i>Picture Word Match and Sight Words (Review)</i> <b>Core5 Online Activity: Automaticity/Fluency:</b> Sight Words 3 <b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: <i>Consonant Digraphs and Sight Words (Review)</i> <b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: <i>Silent E Recognition and Picture-Word Match (Review)</i> <b>Core5 Online Activity: Fluency:</b> Sight Words 4 <b>Core5 Lesson: Automaticity/Fluency:</b> Sight Words, Lesson 2 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Sight Words 3 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Sight Words 4 <b>Core5 Lesson: Automaticity/Fluency:</b> Sight Words, Lesson 2
TEKS 1.1.2D) demonstrate print awareness by identifying the information that different parts of a book provide;	<b>Core5 Supplemental Comprehension Lesson:</b> Types of Texts
TEKS 1.1.2E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	<b>Core 5: Online Activity: Phonics:</b> Letter Names <b>Core 5 Skill Builders: Phonics:</b> Letter Names
TEKS 1.1.2F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	<b>Core5 Skill Builders: Phonics:</b> Sight Words 4 <b>Core5 Skill Builders: Phonics:</b> Sight Words 3 <b>Core5 Lessons: Phonics:</b> Easily Reversible Letters - b, p, d <b>Core5 Skill Builders: Phonics:</b> Reversible Letters (b, p, d)
TEKS 1.1.3) listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
TEKS 1.1.3A) use a resource such as a picture dictionary or digital resource to find words;	This standard is addressed in later levels of the program.
TEKS 1.1.3B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<b>Core5 Skill Builders: Comprehension:</b> Sentence Comprehension 1 <b>Core5 Skill Builders: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Connections: Comprehension:</b> Sentence Comprehension
TEKS 1.1.3C) identify the meaning of words with the affixes -s, -ed, and -ing; and	<b>Core5 Skill Builders: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2
TEKS 1.1.3D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	<b>Core5 Lesson: Vocabulary:</b> Categorizing CVC Words <b>Core5 Online Activity: Vocabulary:</b> Categorizing Words <b>Core5 Online Activity: Vocabulary:</b> Categorizing Words 2 <b>Core5 Skill Builders: Vocabulary:</b> Categorizing Words 1
TEKS 1.1.4) listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 1 <b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Connections: Comprehension:</b> Sentence Comprehension <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts

	<b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features
TEKS 1.1.5) listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Coverage opportunities provided through supplemental components
TEKS 1.2.6) The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
TEKS 1.2.6A) establish purpose for reading assigned and self-selected texts with adult assistance;	<b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features
TEKS 1.2.6B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	<b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 1 <b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Lesson: Comprehension:</b> Understanding Phrases <b>Core5 Skill Builders: Comprehension:</b> Sentence Comprehension 1 <b>Core5 Connections: Comprehension:</b> Sentence Comprehension <b>Core5 Connections: Comprehension:</b> Sequencing Sentences <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts <b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features
TEKS 1.2.6C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	This standard is addressed in later levels of the program.
TEKS 1.2.6D) create mental images to deepen understanding with adult assistance;	Students have the opportunity to meet this standard with each reading selection.
TEKS 1.2.6E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	Students have the opportunity to meet this standard with each reading selection.
TEKS 1.2.6F) make inferences and use evidence to support understanding with adult assistance;	This standard is addressed in later levels of the program.
TEKS 1.2.6G) evaluate details to determine what is most important with adult assistance;	<b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Skill Builders: Comprehension:</b> Sentence Comprehension 1 <b>Core5 Connections: Comprehension:</b> Sentence Comprehension <b>Core5 Connections: Comprehension:</b> Sequencing Sentences
TEKS 1.2.6H) synthesize information to create new understanding with adult assistance; and	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts
TEKS 1.2.6I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Lesson: Comprehension:</b> Sequencing Sentences <b>Core5 Skill Builders: Comprehension:</b> Sequencing Sentences <b>Core5 Connections: Comprehension:</b> Sequencing Sentences
TEKS 1.3.7) The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
TEKS 1.3.7A) describe personal connections to a variety of sources;	Coverage opportunities provided through supplemental components
TEKS 1.3.7B) write brief comments on literary or informational texts;	Composition opportunities are covered in the Texas Writing Prompt Pack

TEKS 1.3.7C) use text evidence to support an appropriate response;	<b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features
TEKS 1.3.7D) retell texts in ways that maintain meaning;	<b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Lesson: Comprehension:</b> Sequencing Sentences <b>Core5 Skill Builders: Comprehension:</b> Sequencing Sentences <b>Core5 Connections: Comprehension:</b> Sequencing Sentences <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson:</b> Reading Stories: Narrators and Characters
TEKS 1.3.7E) interact with sources in meaningful ways such as illustrating or writing; and	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts
TEKS 1.3.7F) respond using newly acquired vocabulary as appropriate.	Lexia Lessons and Connections are scripted materials provide explicit, multisensory instruction in specific skill areas. Students participate in collaborative conversations with teachers and peers, meeting this standard.
<b>TEKS 1.4.8) LITERARY ELEMENTS:</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
TEKS 1.4.8A) discuss topics and determine theme using text evidence with adult assistance;	This standard is addressed in Grades 3, 4, and 5.
TEKS 1.4.8B) describe the main character(s) and the reason(s) for their actions; TEKS 1.4.8C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and TEKS 1.4.8D) describe the setting.	<b>Core5 Online Activity: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Skill Builders: Comprehension:</b> Sentence Comprehension 2 <b>Core5 Lesson: Comprehension:</b> Sequencing Sentences <b>Core5 Skill Builders: Comprehension:</b> Sequencing Sentences <b>Core5 Connections: Comprehension:</b> Sequencing Sentences <b>Core5 Supplemental Comprehension Lesson:</b> Reading Stories: Narrators and Characters <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories
<b>TEKS 1.4.9) GENRES:</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
TEKS 1.4.9A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	<b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems <b>Core5 Supplemental Comprehension Lesson:</b> Reading Stories: Narrators and Characters
TEKS 1.4.9B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	<b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems
TEKS 1.4.9C) discuss elements of drama such as characters and setting;	This standard is addressed in later levels of the program.
TEKS 1.4.9D) recognize characteristics and structures of informational text, including: TEKS 1.4.9Di) the central idea and supporting evidence with adult assistance; TEKS 1.4.9Dii) features and simple graphics to locate or gain information; and TEKS 1.4.9Diii) organizational patterns such as chronological order and description with adult assistance;	<b>Core5 Supplemental Comprehension Lesson:</b> Types of Texts <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Illustrated Texts
TEKS 1.4.9E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	This standard is addressed in later levels of the program.

TEKS 1.4.9F) recognize characteristics of multimodal and digital texts.	Students are exposed to digital texts throughout the program.
TEKS 1.5.10) 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. The student is expected to:	
TEKS 1.5.10A) discuss the author's purpose for writing text;	<b>Core 5 Supplemental Comprehension Lesson: Compare/Contrast Illustrated Texts</b> <b>Core5 Supplemental Comprehension Lesson: Compare/Contrast Stories</b>
TEKS 1.5.10B) discuss how the use of text structure contributes to the author's purpose;	
TEKS 1.5.10C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	
TEKS 1.5.10D) discuss how the author uses words that help the reader visualize; and	
TEKS 1.5.10E) listen to and experience first- and third-person text.	
TEKS 1.6.10) WRITING PROCESS: The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
TEKS 1.6.10A) plan by generating ideas for writing through class discussions and drawings;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 1.6.10B) develop drafts in oral, pictorial, or written form by organizing ideas;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 1.6.10C) revise drafts by adding details in pictures or words;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 1.6.10D) edit drafts with adult assistance using standard English conventions, including: TEKS 1.6.10Di) complete sentences; TEKS 1.6.10Dii) verbs; TEKS 1.6.10Diii) singular and plural nouns;TEKS 1.6.10Div) adjectives, including articles; TEKS 1.6.10Dv) prepositions; TEKS 1.6.10Dvi) pronouns, including subjective, objective, and possessive cases; TEKS 1.6.10Dvii) capitalization of the first letter in a sentence and name; TEKS 1.6.10Dviii) punctuation marks at the end of declarative sentences; and TEKS 1.6.10Dix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 1.6.10E) share writing.	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS K.6.11) GENRES: The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
TEKS 1.6.11A) dictate or compose literary texts, including personal narratives; and	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 1.6.11B) dictate or compose informational texts.	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 1.7.12) The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
TEKS 1.7.12A) generate questions for formal and informal inquiry with adult assistance;	Coverage opportunities provided through supplemental components
TEKS 1.7.12B) develop and follow a research plan with adult assistance;	Coverage opportunities provided through supplemental components



TEKS 1.7.12C) gather information from a variety of sources with adult assistance;	Coverage opportunities provided through supplemental components
TEKS 1.7.12D) demonstrate understanding of information gathered with adult assistance; and	Coverage opportunities provided through supplemental components
TEKS 1.7.12E) use an appropriate mode of delivery, whether written, oral, or multimodal to present results.	Coverage opportunities provided through supplemental components

Grade 2 TEKS, Adopted 2017	Core5 Grade 2 Citations
TEKS 2.1.1) listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
TEKS 2.1.1A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	As students work in Core5, they listen to and derive meaning from a variety of media while choosing the skills and activities to complete. After choosing activities, students follow oral directions and prompts to complete tasks. Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms.
TEKS 2.1.1B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	After choosing activities online, students follow oral directions and prompts to complete tasks. Additionally, offline materials, such as Lexia Connections, provide opportunities for students to follow oral directions.
TEKS 2.1.1C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms
TEKS 2.1.1D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms
TEKS 2.1.1E) develop social communication such as distinguishing between asking and telling.	Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms
TEKS 2.1.2) listening, speaking, reading, writing , and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
TEKS 2.1.2A) demonstrate phonological awareness by:	
TEKS 2.1.2Ai) producing a series of rhyming words;	This is covered in earlier levels of the program. <b>Core5 Connections: Phonics:</b> Rhyming <b>Core5 Online Activity: Phonological Awareness:</b> Rhyming <b>Core5 Lesson: Phonological Awareness:</b> Rhyming <b>Core5 Skill Builders: Phonological Awareness:</b> Rhyming
TEKS 2.1.2Aii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;	<b>Core5 Online Activity: Phonics:</b> Multi-Syllable Words <b>Core5 Online Activity: Phonics:</b> Syllable Division <b>Core5 Lesson: Phonics:</b> Closed Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Open Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Silent e Syllables, Lesson 2 <b>Core5 Skill Builders: Phonics:</b> Multi-Syllable Words <b>Core5 Skill Builders: Phonics:</b> Syllable Division <b>Core5 Connections: Phonics:</b> Syllable Division
TEKS 2.1.2Aiii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	<b>Core5 Online Activity: Phonics:</b> Advanced Word Chains <b>Core5 Lesson: Phonics:</b> Word Chains <b>Core5 Skill Builders: Phonics:</b> Advanced Word Chains

	<b>Core5 Connections: Phonics:</b> Advanced Word Chains
TEKS 2.1.2Aiv) manipulating phonemes within base words;	<b>Core5 Online Activity: Phonics:</b> Advanced Word Chains <b>Core5 Lesson: Phonics:</b> Word Chains <b>Core5 Skill Builders: Phonics:</b> Advanced Word Chains <b>Core5 Connections: Phonics:</b> Advanced Word Chains
TEKS 2.1.2B) demonstrate and apply phonetic knowledge by:	
TEKS 2.1.2Bi) decoding words with short, long, or variant vowels, trigraphs, and blends;	<b>Core5 Online Activity: Phonics:</b> Multi-Syllable Words <b>Core5 Online Activity: Phonics:</b> Syllable Division <b>Core5 Lesson: Phonics:</b> Closed Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Consonant -le Syllables <b>Core5 Lesson: Phonics:</b> Open Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Silent e Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Vowel Combination Syllables <b>Core5 Lesson: Phonics:</b> Vowel-r Syllables <b>Core5 Skill Builders: Phonics:</b> Multi-Syllable Words <b>Core5 Skill Builders: Phonics:</b> Syllable Division <b>Core5 Connections: Phonics:</b> Syllable Division
TEKS 2.1.2Bii) decoding words with silent letters such as knife and gnat;	<b>Core5 Online Activity: Phonics:</b> Multi-Syllable Words
TEKS 2.1.2Biii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>Core5 Online Activity: Phonics:</b> Multi-Syllable Words <b>Core5 Online Activity: Phonics:</b> Syllable Division <b>Core5 Lesson: Phonics:</b> Closed Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Consonant -le Syllables <b>Core5 Lesson: Phonics:</b> Open Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Silent e Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Vowel Combination Syllables <b>Core5 Lesson: Phonics:</b> Vowel-r Syllables <b>Core5 Skill Builders: Phonics:</b> Multi-Syllable Words <b>Core5 Skill Builders: Phonics:</b> Syllable Division <b>Core5 Connections: Phonics:</b> Syllable Division
TEKS 2.1.2Biv) decoding compound words, contractions, and common abbreviations;	<b>Core5 Online Activity: Phonics:</b> Multi-Syllable Words <b>Core5 Online Activity: Phonics:</b> Syllable Division <b>Core5 Lesson: Phonics:</b> Closed Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Silent e Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Vowel Combination Syllables <b>Core5 Lesson: Phonics:</b> Vowel-r Syllables <b>Core5 Connection: Phonics:</b> Contractions
TEKS 2.1.2Bv) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV;	<b>Core5 Online Activity: Phonics:</b> Multi-Syllable Words <b>Core5 Online Activity: Phonics:</b> Syllable Division <b>Core5 Lesson: Phonics:</b> Closed Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Consonant -le Syllables <b>Core5 Lesson: Phonics:</b> Open Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Silent e Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Vowel Combination Syllables <b>Core5 Lesson: Phonics:</b> Vowel-r Syllables <b>Core5 Skill Builders: Phonics:</b> Multi-Syllable Words <b>Core5 Skill Builders: Phonics:</b> Syllable Division <b>Core5 Connections: Phonics:</b> Syllable Division
TEKS 2.1.2Bvi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	<b>Core5 Online Activity: Structural Analysis:</b> Latin Prefixes <b>Core5 Lesson: Structural Analysis:</b> Suffixes, Lesson 1 <b>Core5 Lesson: Structural Analysis:</b> Prefixes, Lesson 1 <b>Core5 Skill Builders: Structural Analysis:</b> Latin Prefixes  <b>Core5 Online Activity: Phonics:</b> Multi-Syllable Words

TEKS 2.1.2Bvii) identifying and reading high-frequency words from a research-based list;	<b>Core5 Online Activity: Automaticity/Fluency:</b> Sight Words 5 <b>Core5 Online Activity: Automaticity/Fluency:</b> Sight Words 5 <b>Core5 Lesson: Automaticity/Fluency:</b> Sight Words, Lesson 3 <b>Core5 Skill Builders: Fluency/Automaticity:</b> Sight Words 5 <b>Core5 Connections: Fluency/Automaticity:</b> Automaticity for Sight Words
TEKS 2.1.2C) demonstrate and apply spelling knowledge by:	
TEKS 2.1.2Ci) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>Core5 Online Activity: Phonics:</b> Spelling Rules 1 <b>Core5 Lesson: Phonics:</b> Spelling Rule (-ck, -tch, -dge), Lesson 1 <b>Core5 Lesson: Phonics:</b> Spelling Rules (FLSZ), Lesson 1 <b>Core5 Skill Builders: Phonics:</b> Spelling Rules 1 <b>Core5 Connections: Phonics:</b> Spelling Generalizations & Rules
TEKS 2.1.2Cii) spelling words with silent letters such as knife and gnat;	Coverage opportunities provided through supplemental components
TEKS 2.1.2Ciii) spelling compound words, contractions, and common abbreviations;	<b>Core5 Lesson: Phonics:</b> Closed Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Silent e Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Vowel Combination Syllables <b>Core5 Lesson: Phonics:</b> Vowel-r Syllables <b>Core5 Connection: Phonics:</b> Contractions <b>Core5 Connection: Phonics:</b> Multi-syllable words <b>Core5 Skill Builders: Phonics:</b> Multi-Syllable Words
TEKS 2.1.2Civ) spelling multisyllabic words with multiple sound-spelling patterns;	<b>Core5 Online Activity: Phonics:</b> Multi-Syllable Words <b>Core5 Online Activity: Phonics:</b> Syllable Division <b>Core5 Lesson: Phonics:</b> Closed Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Consonant -le Syllables <b>Core5 Lesson: Phonics:</b> Open Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Silent e Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Vowel Combination Syllables <b>Core5 Lesson: Phonics:</b> Vowel-r Syllables <b>Core5 Skill Builders: Phonics:</b> Multi-Syllable Words <b>Core5 Skill Builders: Phonics:</b> Syllable Division <b>Core5 Connections: Phonics:</b> Syllable Division
TEKS 2.1.2Cv) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	<b>Core5 Online Activity: Phonics:</b> Multi-Syllable Words <b>Core5 Online Activity: Phonics:</b> Syllable Division <b>Core5 Lesson: Phonics:</b> Closed Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Consonant -le Syllables <b>Core5 Lesson: Phonics:</b> Open Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Silent e Syllables, Lesson 2 <b>Core5 Lesson: Phonics:</b> Vowel Combination Syllables <b>Core5 Lesson: Phonics:</b> Vowel-r Syllables <b>Core5 Skill Builders: Phonics:</b> Multi-Syllable Words <b>Core5 Skill Builders: Phonics:</b> Syllable Division <b>Core5 Connections: Phonics:</b> Syllable Division
TEKS 2.1.2Cvi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	<b>Core5 Online Activity: Structural Analysis:</b> Latin Prefixes <b>Core5 Lesson: Structural Analysis:</b> Suffixes, Lesson 1 <b>Core5 Lesson: Structural Analysis:</b> Prefixes, Lesson 1 <b>Core5 Skill Builders: Structural Analysis:</b> Latin Prefixes
TEKS 2.1.2D) alphabetize a series of words and use a dictionary or glossary to find words; and	<b>Core5 Connection:</b> Context Clues <b>Core5 Online Activity:</b> Passage Comprehension 1
TEKS 2.1.2E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	Coverage opportunities provided through supplemental components

TEKS 2.1.3) listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
TEKS 2.1.3A) use print or digital resources to determine meaning and pronunciation of unknown words;	<b>Core5 Online: Comprehension:</b> Passage Comprehension 1
TEKS 2.1.3B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	<b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 1 <b>Core5 Connections: Comprehension:</b> Context Clues <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 1
TEKS 2.1.3C) identify the meaning and use of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	<b>Core5 Lesson: Structural Analysis:</b> Suffixes, Lesson 1 <b>Core5 Skill Builders: Structural Analysis:</b> Simple Suffixes <b>Core5 Connections: Structural Analysis:</b> Simple Suffixes
TEKS 2.1.3D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 1 <b>Core5 Online Activity: Vocabulary:</b> Synonyms & Antonyms <b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 1 <b>Core5 Skill Builders: Vocabulary:</b> Synonyms & Antonyms  <b>Core5 Connections: Vocabulary:</b> Synonyms & Antonyms
TEKS 2.1.4) listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<b>Core5 Online Activity: Automaticity/Fluency:</b> Passage Fluency 1 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 1  <b>Core5 Lesson: Automaticity/Fluency:</b> Passage Fluency, Lesson 1 <b>Core5 Skill Builders: Fluency/Automaticity:</b> Passage Fluency 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 1 <b>Core5 Connections: Fluency/Automaticity:</b> Passage Fluency
TEKS 2.1.5) listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Lexia Reading Core5 is designed to help students in grades K-5 become proficient readers. Students learn, practice, and consolidate fundamental literacy skills across the six domains of reading with the ultimate goal of being able to read independently.  <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 1 <b>Core5 Skill Builder: Comprehension:</b> Passage Comprehension 1 <b>Core5 Lesson: Automaticity/Fluency:</b> Passage Fluency, Lesson 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 1
TEKS 2.2.6) The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
TEKS 2.2.6A) establish purpose for reading assigned and self-selected texts;	Lexia Reading Core5 is designed to help students in grades K-5 become proficient readers. Students learn, practice, and consolidate fundamental literacy skills across the six domains of reading with the ultimate goal of being able to read independently.
TEKS 2.2.6B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>Core5 Lesson: Comprehension:</b> Building Sentences <b>Core5 Lesson: Comprehension:</b> Sentence Structure <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 1 <b>Core5 Connections: Comprehension:</b> Sentence Structure <b>Core5 Connections: Comprehension:</b> Informational Text Structure
TEKS 2.2.6C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<b>Core5 Supplemental Lesson: Comprehension:</b> Locating Information: Text Features
TEKS 2.2.6D) create mental images to deepen understanding;	Students have the opportunity to meet this standard with each reading selection

TEKS 2.2.6E) make connections to personal experiences, ideas in other texts, and society;	Students have the opportunity to meet this standard with each reading selection
TEKS 2.2.6F) make inferences and use evidence to support understanding;	Students have the opportunity to meet this standard with each reading selection
TEKS 2.2.6G) evaluate details to determine key ideas;	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 1 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 1 <b>Core5 Connections: Comprehension:</b> Informational Text Structure
TEKS 2.2.6H) synthesize information to create new understanding; and	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 1 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 1 <b>Core5 Connections: Comprehension:</b> Informational Text Structure <b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features
TEKS 2.2.6I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 1 <b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 1 <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Informational Texts <b>Core5 Supplemental Comprehension Lesson: Comprehension:</b> Reading Stories: Narrators and Characters <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features
TEKS 2.3.7) The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
TEKS 2.3.7A) describe personal connections to a variety of sources;	Coverage opportunities provided through supplemental components
TEKS 2.3.7B) write brief comments on literary or informational texts that demonstrate an understanding of the text	<b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 1 <b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 1 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 1
TEKS 2.3.7C) use text evidence to support an appropriate response;	<b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 1 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 1
TEKS 2.3.7D) retell and paraphrase texts in ways that maintain meaning and logical order;	<b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 1 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 1
TEKS 2.3.7E) interact with sources in meaningful ways such as illustrating or writing; and	<b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 1
TEKS 2.3.7F) respond using newly acquired vocabulary as appropriate.	Lexia Connections provide teaching strategies and collaborative activity ideas to introduce, reinforce, or extend skills.
TEKS 2.4.8) LITERARY ELEMENTS: The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
TEKS 2.4.8A) discuss topics and determine theme using text evidence with adult assistance;	<b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 1
TEKS 2.4.8B) describe the main character's (characters') internal and external traits; TEKS 2.4.8C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	<b>Core5 Supplemental Comprehension Lesson: Comprehension:</b> Reading Stories: Narrators and Characters <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories

TEKS 2.4.8D) describe the importance of the setting.	
TEKS 2.4.9) GENRES: The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
TEKS 2.4.9A) demonstrate knowledge of distinguished characteristics of well-known children's literature such as folktales, fables, and fairy tales;	Coverage opportunities provided through supplemental components
TEKS 2.4.9B) explain visual patterns and structures in a variety of poems;	<b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems
TEKS 2.4.9C) discuss the elements of a play such as characters, dialogue, and setting;	<b>Core5 Supplemental Comprehension Lesson:</b> Reading Plays
TEKS 2.4.9D) recognize characteristics and structures of informational text, including: TEKS 2.4.9Di) the central idea and supporting evidence with adult assistance; TEKS 2.4.9Dii) features and graphics to locate and gain information; and TEKS 2.4.9Diii) organizational patterns such as chronological order and cause and effect stated explicitly; and	<b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 1 <b>Core5 Connections: Comprehension:</b> Informational Text Structure <b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features
TEKS 2.4.9E) recognize characteristics of persuasive text. TEKS 2.4.9Ei) stating what the author is trying to persuade the reader to think or do; and TEKS 2.4.9Eii) distinguishing facts from opinion; and	Coverage opportunities provided through supplemental components
TEKS 2.4.9F) recognize characteristics of multimodal and digital texts.	Students are exposed to digital and multimodal texts throughout the program.
TEKS 2.5.10) 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. The student is expected to:	
TEKS 2.5.10A) discuss the author's purpose for writing text;	Opportunities to meet this standard occur in instances such as:  <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 1 <b>Core5 Connections: Comprehension:</b> Informational Text Structure <b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 1 <b>Core5 Connections: Comprehension:</b> Narrative Text Structure <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Informational Texts <b>Core5 Supplemental Comprehension Lesson: Comprehension:</b> Reading Stories: Narrators and Characters <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features <b>Core5 Supplemental Comprehension Lesson:</b> Reading Fiction: Illustrations <b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems
TEKS 2.5.10B) discuss how the use of text structure contributes to the author's purpose;	
TEKS 2.5.10C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	
TEKS 2.5.10D) discuss the use of descriptive, literal, and figurative language;	
TEKS 2.5.10E) identify the use of first or third person in a text; and	
TEKS 2.5.10F) identify and explain the use of repetition.	
TEKS 2.6.11) WRITING PROCESS: The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
TEKS 2.6.11A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 2.6.11B) develop drafts into a focused piece of writing by: TEKS 2.6.11Bi) organizing with structure; and TEKS 2.6.11Bii) developing an idea with specific and relevant details;	Composition opportunities are covered in the Texas Writing Prompt Pack

TEKS 2.6.11C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 2.6.11D) edit drafts using standard English conventions, including: TEKS 2.6.11Di) complete sentences with subject-verb agreement; TEKS 2.6.11Dii) past, present, and future verb tense; TEKS 2.6.11Diii) singular, plural, common, and proper nouns; TEKS 2.6.11Div) adjectives, including articles; TEKS 2.6.11Dv) adverbs that convey time and adverbs that convey place; TEKS 2.6.11Dvi) prepositions and prepositional phrases; TEKS 2.6.11Dvii) pronouns, including subjective, objective, and possessive cases TEKS 2.6.11Dviii) coordinating conjunctions to form compound subjects and predicates TEKS 2.6.11Dix) capitalization of months, days of the week, and the salutation and conclusion of a letter; and TEKS 2.6.11Dx) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and TEKS 2.6.11Dxi) correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 2.6.11E) publish and share writing.	Composition opportunities are covered in the Texas Writing Prompt Pack
<b>TEKS 2.6.12) GENRES: The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>	
TEKS 2.6.12A) compose literary texts, including personal narratives and poetry;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 2.6.12B) compose informational texts, including procedural texts and reports; and	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 2.6.12C) compose correspondence such as thank you notes or letters.	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 1.7.13) The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	Coverage opportunities provided through supplemental components  <b>Core5 Supplemental Lesson: Integrating Information for Research</b>
TEKS 1.7.13A) generate questions for formal and informal inquiry with adult assistance;	Coverage opportunities provided through supplemental components  <b>Core5 Supplemental Lesson: Integrating Information for Research</b>
TEKS 1.7.13B) develop and follow a research plan with adult assistance;	Coverage opportunities provided through supplemental components  <b>Core5 Supplemental Lesson: Integrating Information for Research</b>



TEKS 1.7.13C) identify and gather relevant sources and information to answer the questions with adult assistance;	Coverage opportunities provided through supplemental components  <b>Core5 Supplemental Lesson:</b> Integrating Information for Research
TEKS 1.7.13D) demonstrate understanding of information gathered with adult assistance; and	Coverage opportunities provided through supplemental components  <b>Core5 Supplemental Lesson:</b> Integrating Information for Research
TEKS 1.7.13E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Coverage opportunities provided through supplemental components  <b>Core5 Supplemental Lesson:</b> Integrating Information for Research

Grade 3 TEKS, Adopted 2017	Core5 Grade 3 Citations
TEKS 3.1.1) listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
TEKS 3.1.1A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	Each level of the Lexia program represents a different area of the world. Students listen to and derive meaning from a variety of media as they choose the skills and activities to complete.
TEKS 3.1.1B) follow, restate, and give oral instructions that involve a series of related sequences of action;	Students have the opportunity to hear directions in each online activity. Additional matches include:  Core5 Supplemental Comprehension Lesson: Understanding Sequencing
TEKS 3.1.1C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms.
TEKS 3.1.1D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and	Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms.
TEKS 3.1.1E) develop social communication such as conversing politely in all situations.	Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms.
TEKS 3.1.2) listening, speaking, reading, writing and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
TEKS 3.1.2A) demonstrate and apply phonetic knowledge by:	
TEKS 3.1.2Ai) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	This skill is explicitly covered in previous grade levels.
TEKS 3.1.2Aii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	This skill is explicitly covered in previous grade levels.
TEKS 3.1.2Aiii) decoding compound words, contractions, and abbreviations;	This skill is explicitly covered in previous grade levels.
TEKS 3.1.2Aiv) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV with accent shifts;	This skill is explicitly covered in previous grade levels.
TEKS 3.1.2Av) decoding words using knowledge of prefixes;	<b>Core5 Online Activity: Structural Analysis:</b> Prefix Meanings <b>Core5 Lesson: Structural Analysis:</b> Prefixes, Lesson 2 <b>Core5 Skill Builders: Structural Analysis:</b> Prefix Meanings <b>Core5 Connections: Structural Analysis:</b> Prefix Meanings
TEKS 3.1.2Avi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Suffixes and Spelling Rules (Review) <b>Core5 Lesson: Structural Analysis:</b> Suffixes, Lesson 2 <b>Core5 Online Activity: Structural Analysis:</b> Latin Suffixes <b>Core5 Lesson: Structural Analysis:</b> Suffixes, Lesson 2 <b>Core5 Skill Builders: Structural Analysis:</b> Latin Suffixes <b>Core5 Connections: Structural Analysis:</b> Latin Suffixes

TEKS 3.1.2Avii) identifying and reading high-frequency words from a research-based list;	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Suffixes and Spelling Rules (Review) <b>Core5 Online Activity: Fluency:</b> Sight Words 6 <b>Core5 Lesson: Automaticity/Fluency:</b> Sight Words, Lesson 4 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Sight Words 6
TEKS 3.1.2B) demonstrate and apply spelling knowledge by:	
TEKS 3.1.2Bi) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	This skill is covered in previous grade levels.
TEKS 3.1.2Bii) spelling homophones;	This skill is covered in previous grade levels.
TEKS 3.1.2Biii) spelling compound words, contractions, and abbreviations;	This skill is covered in previous grade levels.
TEKS 3.1.2Biv) spelling multisyllabic words with multiple sound-spelling patterns;	This skill is covered in previous grade levels.
TEKS 3.1.2Bv) spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV;	This skill is covered in previous grade levels.
TEKS 3.1.2Bvi) spelling words using knowledge of prefixes; and	<b>Core5 Online Activity: Structural Analysis:</b> Prefix Meanings <b>Core5 Lesson: Structural Analysis:</b> Prefixes, Lesson 2 <b>Core5 Skill Builders: Structural Analysis:</b> Prefix Meanings <b>Core5 Connections: Structural Analysis:</b> Prefix Meanings
TEKS 3.1.2Bvii) spelling words with using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Suffixes and Spelling Rules (Review) <b>Core5 Lesson: Structural Analysis:</b> Suffixes, Lesson 2 <b>Core5 Online Activity: Structural Analysis:</b> Latin Suffixes <b>Core5 Lesson: Structural Analysis:</b> Suffixes, Lesson 2 <b>Core5 Skill Builders: Structural Analysis:</b> Latin Suffixes <b>Core5 Connections: Structural Analysis:</b> Latin Suffixes
TEKS 3.1.2C) alphabetize a series of words to the third letter; and	Coverage opportunities provided through supplemental components
TEKS 3.1.2D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	Lexia Connections provide offline activities that could provide opportunities to meet this standard.
TEKS 3.1.3) listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
TEKS 3.1.3A) use print or digital resources to determine meaning, syllabication, and pronunciation;	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 2 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 3
TEKS 3.1.3B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 2
TEKS 3.1.3C) identify the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Suffixes and Spelling Rules (Review) <b>Core5 Lesson: Structural Analysis:</b> Suffixes, Lesson 2 <b>Core5 Online Activity: Structural Analysis:</b> Latin Suffixes <b>Core5 Online Activity: Structural Analysis:</b> Prefix Meanings <b>Core5 Lesson: Structural Analysis:</b> Suffixes, Lesson 2 <b>Core5 Lesson: Structural Analysis:</b> Prefixes, Lesson 2 <b>Core5 Skill Builders: Structural Analysis:</b> Latin Suffixes <b>Core5 Skill Builders: Structural Analysis:</b> Prefix Meanings <b>Core5 Connections: Structural Analysis:</b> Latin Suffixes <b>Core5 Connections: Structural Analysis:</b> Prefix Meanings

TEKS 3.1.3D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text.	<b>Core5 Online Activity: Vocabulary:</b> Idioms 1 <b>Core5 Lesson: Vocabulary:</b> Idioms 1 <b>Core5 Skill Builders: Vocabulary:</b> Idioms 1 <b>Core5 Connections: Vocabulary:</b> Idioms <b>Core5 Online Activity: Vocabulary:</b> Simple Analogies <b>Core5 Lesson: Vocabulary:</b> Simple Analogies <b>Core5 Skill Builders: Vocabulary:</b> Simple Analogies <b>Core5 Connections: Vocabulary:</b> Simple Analogies
TEKS 3.1.4) Listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<b>Core5 Online Activity: Structural Analysis:</b> Latin Suffixes <b>Core5 Online Activity: Automaticity/Fluency:</b> Passage Fluency 2 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 2 <b>Core5 Online Activity: Structural Analysis:</b> Prefix Meanings <b>Core5 Online Activity: Fluency:</b> Passage Fluency 3 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 3 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 2 <b>Core5 Lesson: Automaticity/Fluency:</b> Passage Fluency, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Cause and Effect, Lesson 1 <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 1 <b>Core5 Skill Builders: Structural Analysis:</b> Latin Suffixes <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 2 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 2 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 3 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 3 <b>Core5 Skill Builders: Structural Analysis:</b> Prefix Meanings <b>Core5 Connections: Structural Analysis:</b> Latin Suffixes <b>Core5 Connections: Vocabulary:</b> Idioms <b>Core5 Connections: Comprehension:</b> Cause & Effect <b>Core5 Connections: Comprehension:</b> Inferences & Conclusions
TEKS 3.1.5) listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 2 <b>Core5 Online Activity: Fluency:</b> Passage Fluency 3 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 3 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 2 <b>Core5 Lesson: Automaticity/Fluency:</b> Passage Fluency, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Cause and Effect, Lesson 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 2 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 3 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 3 <b>Core5 Connections: Structural Analysis:</b> Prefix Meanings <b>Core5 Connections: Comprehension:</b> Cause & Effect <b>Core5 Connections: Comprehension:</b> Inferences & Conclusions <b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Point of View <b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features <b>Core5 Supplemental Comprehension Lesson:</b> Understanding Sequencing <b>Core5 Supplemental Comprehension Lesson:</b> Reading Fiction: Points of View

	<b>Core5 Supplemental Comprehension Lesson:</b> Reading Plays <b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems <b>Core5 Supplemental Comprehension Lesson:</b> Understanding Sequencing
TEKS 3.2.6) The student uses metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:	
TEKS 3.2.6A) establish purpose for reading assigned and self-selected texts;	Students have the opportunity to meet this standard with each reading selection
TEKS 3.2.6B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Cause and Effect, Lesson 1 <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 2 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 3 <b>Core5 Connections: Comprehension:</b> Inferences & Conclusions <b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features
TEKS 3.2.6C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Students have the opportunity to meet this standard with each reading selection
TEKS 3.2.6D) create mental images to deepen understanding;	Students have the opportunity to meet this standard with each reading selection
TEKS 3.2.6E) make connections to personal experiences, ideas in other texts, and society;	Students have the opportunity to meet this standard with each reading selection
TEKS 3.2.6F) make inferences and use evidence to support understanding	<b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 1 <b>Core5 Connections: Comprehension:</b> Inferences & Conclusions <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 2 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 3
TEKS 3.2.6G) evaluate details read to determine key ideas;	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 2 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 2 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 3 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 3
TEKS 3.2.6H) synthesize information to create new understanding; and	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson:</b> Reading Fiction: Points of View <b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research  <b>Core5 Online Activity: Comprehension:</b> Lesson 2 <b>Core5 Online Activity: Comprehension:</b> Lesson 3
TEKS 3.2.6I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>Core5 Online Activity: Comprehension:</b> Lesson 2 (online and Skill Builder) <b>Core5 Online Activity: Comprehension:</b> Lesson 3 (online and Skill Builder) <b>Core5 Lexia Lesson: Informational Text Structures:</b> Lesson 2 <b>Core5 Lexia Lesson: Narrative Text Structures:</b> Lesson 2 <b>Core5 Lexia Lesson: Inferences and Conclusions:</b> Lesson 1 <b>Core5 Lexia Lesson: Cause and Effect:</b> Lesson 1 <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories

TEKS 3.3.7) The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
TEKS 3.3.7A) describe personal connections to a variety of sources, including self-selected texts;	Coverage opportunities provided through supplemental components
TEKS 3.3.7B) write a response to a literary or informational text that demonstrates an understanding of a text;	<b>Core5 Lesson: Skill Builder:</b> Comprehension 2 <b>Core5 Lesson: Skill Builder:</b> Comprehension 3
TEKS 3.3.7C). use text evidence to support an appropriate response;	<b>Core5 Lesson: Skill Builder:</b> Comprehension 2 <b>Core5 Lesson: Skill Builder:</b> Comprehension 3
TEKS 3.3.7D) retell and paraphrase texts in ways that maintain meaning and logical order;	<b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 2
TEKS 3.3.7E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features
TEKS 3.3.7F) respond using newly acquired vocabulary as appropriate; and	Lexia Connections provide teaching strategies and collaborative activity ideas to introduce, reinforce, or extend skills.
TEKS 3.3.7G) discuss specific ideas in the text that are important to the meaning.	Lexia Connections provide teaching strategies and collaborative activity ideas that could be used to meet this standard.
TEKS 3.4.8) LITERARY ELEMENTS: The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
TEKS 3.4.8A) infer the theme of a work, distinguishing theme from topic;	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories
TEKS 3.4.8B) explain the relationship among the major and minor characters;	<b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 2 <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson:</b> Reading Fiction: Points of View <b>Core5 Supplemental Comprehension Lesson:</b> Understanding Sequencing
TEKS 3.4.8C) analyze plot elements, including the sequence of events, the conflict and the resolution; and	
TEKS 3.4.8D) explain the influence of the setting on the plot.	
TEKS 3.4.9) GENRES: The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
TEKS 3.4.9A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;	<b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 2
TEKS 3.4.9B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	<b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems
TEKS 3.4.9C) discuss the elements of drama such as characters, dialogue, setting, and acts;	<b>Core5 Supplemental Comprehension Lesson:</b> Reading Plays
TEKS 3.4.9D) recognize characteristics and structures of informational text, including: TEKS 3.4.9Di) the central idea with supporting evidence; TEKS 3.4.9Dii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; TEKS 3.4.9Diii) organizational patterns such as cause and effect and problem and solution; and	<b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Cause and Effect, Lesson 1 <b>Core5 Connections: Comprehension:</b> Cause & Effect <b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features <b>Core5 Online: Comprehension:</b> Passage Comprehension 2 <b>Core5 Online: Comprehension:</b> Passage Comprehension 3
TEKS 3.4.9E) recognize characteristics and structures of argumentative text by:	New releases for Texas for Back-to-School 2019 address this standard.

TEKS 3.4.9Ei) identifying the claim; TEKS 3.4.9Eii) distinguishing facts from opinion; and TEKS 3.4.9Eiii) identifying the intended audience or reader.	
TEKS 3.4.9F) recognize characteristics of multimodal and digital texts.	Students are exposed to digital, multimodal, and multigenre texts throughout the program.
TEKS 3.5.10) 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. The student is expected to:	
TEKS 3.5.10A) explain the author's purpose and message within a text;	Provides some opportunities to meet this standard: <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson:</b> Reading Fiction: Points of View <b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Point of View <b>Core5 Supplemental Comprehension Lesson:</b> Locating Information: Text Features <b>Core5 Supplemental Comprehension Lesson:</b> Reading Plays <b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems <b>Core5 Supplemental Comprehension Lesson:</b> Reading Fiction: Illustrations <b>Core5 Supplemental Comprehension Lesson:</b> Understanding Sequencing
TEKS 3.5.10B) explain how the use of text structure contributes to the author's purpose;	
TEKS 3.5.10C) explain the author's use of print and graphic features to achieve specific purposes;	
TEKS 3.5.10D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	
TEKS 3.5.10E) identify the use of literary devices, including first- or third-person point of view;	
TEKS 3.5.10F) discuss how the author's use of language contributes to voice; and	
TEKS 3.5.10G) identify and explain the use of hyperbole	
TEKS 3.6.11) WRITING PROCESS: The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
TEKS 3.6.11A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	Composition opportunities are provided in the Texas Writing Prompt Pack
TEKS 3.6.11B) develop drafts into a focused, structured, and coherent piece of writing by: TEKS 3.6.11Bi) organizing with purposeful structure, including an introduction and a conclusion; and TEKS 3.6.11Bii) developing an engaging idea with relevant details;	Composition opportunities are provided in the Texas Writing Prompt Pack
TEKS 3.6.11C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Composition opportunities are provided in the Texas Writing Prompt Pack
TEKS 3.6.11D) edit drafts using standard English conventions, including: TEKS 3.6.11Di) complete simple and compound sentences with subject-verb agreement; TEKS 3.6.11Dii) past, present, and future verb tense; TEKS 3.6.11Diii) singular, plural, common, and proper nouns; TEKS 3.6.11Div) adjectives, including their comparative and superlative forms; TEKS 3.6.11Dv) adverbs that convey time and adverbs that convey manner; TEKS 3.6.11Dvi) prepositions and prepositional phrases; TEKS 3.6.11Dvii) pronouns, including subjective, objective, and possessive cases TEKS 3.6.11Dviii) coordinating conjunctions to form compound subjects predicates, and sentences;	Composition opportunities are provided in the Texas Writing Prompt Pack

TEKS 3.6.11Dix) capitalization of official titles of people, holidays, and geographical names and places; and TEKS 3.6.11Dx) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and TEKS 3.6.11xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	
TEKS 3.6.11E) publish written work for appropriate audiences.	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 3.6.12) GENRES: The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
TEKS 3.6.12A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 3.6.12B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 3.6.12C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 3.6.12D) compose correspondence such as thank you notes or letters.	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 3.7.13) The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
TEKS 3.7.13A) generate questions on a topic for formal and informal inquiry;	Coverage opportunities provided through supplemental components
TEKS 3.7.13B) develop and follow a research plan with adult assistance;	Coverage opportunities provided through supplemental components
TEKS 3.7.13C) identify and gather relevant information from a variety of sources;	Coverage opportunities provided through supplemental components
TEKS 3.7.13D) identify primary and secondary sources;	Coverage opportunities provided through supplemental components
TEKS 3.7.13E) demonstrate understanding of information gathered;	Coverage opportunities provided through supplemental components
TEKS 3.7.13F) recognize the difference between paraphrasing and plagiarism when using source materials;	Coverage opportunities provided through supplemental components
TEKS 3.7.13G) create a works cited page; and	Coverage opportunities provided through supplemental components
TEKS 3.7.13H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Coverage opportunities provided through supplemental components



Grade 4 TEKS, Adopted 2017	Core5 Grade 4 Citations
TEKS 4.1.1) listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
TEKS 4.1.1A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	Each level of the Lexia program represents a different area of the world. Students listen to and derive meaning from a variety of media as they choose the skills and activities to complete.
TEKS 4.1.1B) follow, restate, and give oral instructions that involve a series of related sequences of action;	Students have the opportunity to hear directions in each online activity. Additional matches: <b>Core5 Supplemental Comprehension Lesson: Reading Plays</b>
TEKS 4.1.1C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	Lexia Lessons are scripted materials that allow teachers to provide explicit, multi-sensory instruction in specific skill areas. These lessons can be delivered in small-group instruction settings, meeting this standard.
TEKS 4.1.1D) Work collaboratively with others to develop a plan of shared responsibilities.	Lexia Instructional Connections provide teaching strategies and collaborative activity ideas to introduce, reinforce, or extend skills.
TEKS 4.1.2) listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
TEKS 4.1.2A) demonstrate and apply phonetic knowledge by:	
TEKS 4.1.2Ai) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;	<b>Core5 Online Activity: Automaticity/Fluency: Warm-up: Prefixes and Sight Words (Review)</b>
TEKS 4.1.2Aii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables;	<b>Core5 Online Activity: Automaticity/Fluency: Warm-up: Roots and Sight Words (Review)</b>
TEKS 4.1.2Aiii) decoding words using advanced knowledge of syllable divisions such as VV;	<b>Core5 Online Activity: Automaticity/Fluency: Warm-up: Prefixes and Sight Words (Review)</b>
TEKS 4.1.2Aiv) decoding words using knowledge of prefixes;	<b>Core5 Online Activity: Structural Analysis: Prefix Change Rules</b> <b>Core5 Lesson: Structural Analysis: Prefixes that Change</b> <b>Core5 Skill Builders: Structural Analysis: Prefix Change Rules</b> <b>Core5 Connections: Structural Analysis: Prefix Change Rules</b> <b>Core5 Online Activity: Automaticity/Fluency: Warm-up: Prefixes and Sight Words (Review)</b>
TEKS 4.1.2Av) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<b>Core5 Lesson: Structural Analysis: Spelling Rule: Change y to i</b> <b>Core5 Lesson: Structural Analysis: Spelling Rules (Doubling), Lesson 2</b>
TEKS 4.1.2Avi) identifying and reading high- frequency words from a research- based list;	<b>Core5 Online Activity: Automaticity/Fluency: Sight Words 7</b> <b>Core5 Lesson: Automaticity/Fluency: Sight Words, Lesson 5</b> <b>Core5 Skill Builders: Automaticity/Fluency: Sight Words 7</b>
TEKS 4.1.2B) demonstrate and apply spelling knowledge by:	
TEKS 4.1.2Bi) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables;	<b>Core5 Online Activity: Structural Analysis: Spelling Rules 3</b> <b>Core5 Lesson: Phonics: Spelling Rule (-ck, -tch, -dge), Lesson 2</b> <b>Core5 Lesson: Structural Analysis: Spelling Rule: Change y to i</b> <b>Core5 Lesson: Structural Analysis: Spelling Rules (Doubling), Lesson 2</b>
TEKS 4.1.2Bii) spelling homophones	<b>Core5 Lesson: Structural Analysis: Spelling Rules (Drop e), Lesson 2</b>
TEKS 4.1.2Biii) spelling multisyllabic words with multiple sound- spelling patterns;	<b>Core5 Lesson: Phonics: Spelling Rules (FLSZ), Lesson 2</b>
TEKS 4.1.2Biv) spelling words using advanced knowledge of syllable division patterns;	<b>Core5 Skill Builders: Structural Analysis: Spelling Rules 3</b> <b>Core5 Connections: Structural Analysis: Spelling Rules (Change y to i)</b>
TEKS 4.1.2Bv) spelling words using knowledge of prefixes; and	<b>Core5 Online Activity: Structural Analysis: Prefix Change Rules</b> <b>Core5 Lesson: Structural Analysis: Prefixes that Change</b>

	<b>Core5 Skill Builders: Structural Analysis:</b> Prefix Change Rules <b>Core5 Connections: Structural Analysis:</b> Prefix Change Rules <b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Prefixes and Sight Words (Review)
TEKS 4.1.2Bvi) 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; and	<b>Core5 Lesson: Structural Analysis:</b> Spelling Rule: Change y to i <b>Core5 Lesson: Structural Analysis:</b> Spelling Rules (Doubling), Lesson 2
TEKS 4.1.2C) write legibly in cursive to complete assignments.	Lexia Lessons, Skill Builders and Connections provide offline activities that could provide opportunities to meet this standard.
TEKS 4.1.3) listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
TEKS 4.1.3A) use print or digital resources to determine meaning, syllabication, and pronunciation;	<b>Core5 Online: Comprehension:</b> Passage Comprehension 4 <b>Core5 Online: Comprehension:</b> Passage Comprehension 5
TEKS 4.1.3B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words:	<b>Core5 Online: Comprehension:</b> Passage Comprehension 4 <b>Core5 Online: Comprehension:</b> Passage Comprehension 5 <b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 3
TEKS 4.1.3C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and	<b>Core5 Online Activity: Structural Analysis:</b> Root Meanings <b>Core5 Lesson: Structural Analysis:</b> Root Meanings <b>Core5 Skill Builders: Structural Analysis:</b> Root Meanings <b>Core5 Connections: Structural Analysis:</b> Root Meanings
TEKS 4.1.3D) identify, use, and explain the meaning of homophones such as reign/rain.	Coverage opportunities provided through supplemental components
TEKS 4.1.4) listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	
TEKS 4.1.4 use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<b>Core5 Online Activity: Automaticity/Fluency:</b> Passage Fluency 4 <b>Core5 Online Activity: Automaticity/Fluency:</b> Passage Fluency 5  <b>Core5 Lesson: Automaticity/Fluency:</b> Passage Fluency, Lesson 3  <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 4 5 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 5
TEKS 4.1.5) listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	
TEKS 4.1.5) self-select text and read independently for a sustained period of time.	<b>Core5 Online Activity: Automaticity/Fluency:</b> Passage Fluency 4 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 4 <b>Core5 Online Activity: Automaticity/Fluency:</b> Passage Fluency 5 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 5 <b>Core5 Lesson: Comprehension:</b> Cause and Effect, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Compare and Contrast, Lesson 1 <b>Core5 Lesson: Automaticity/Fluency:</b> Passage Fluency, Lesson 3 <b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 3 <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 3 <b>Core5 Lesson: Comprehension:</b> Paraphrasing, Lesson 1 <b>Core5 Lesson: Comprehension:</b> Summarizing Information, Lesson 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 4 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 4

	<b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 5 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 5 <b>Core5 Connections: Structural Analysis:</b> Root Meanings <b>Core5 Connections: Comprehension:</b> Summarizing <b>Core5 Supplemental Comprehension Lesson: Comprehension:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Primary and Secondary Accounts
TEKS 4.2.6) The student uses metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:	
TEKS 4.2.6A) establish purpose for reading assigned and self-selected texts;	Students have the opportunity to meet this standard with each reading selection
TEKS 4.2.6B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 4 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 5  <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 3 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 4 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 5 <b>Core5 Supplemental Comprehension Lesson: Comprehension:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Primary and Secondary Accounts
TEKS 4.2.6C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<b>Core5 Online: Comprehension:</b> Passage Comprehension 4 <b>Core5 Online: Comprehension:</b> Passage Comprehension 5
TEKS 4.2.6D) create mental images to deepen understanding;	Students have the opportunity to meet this standard with each reading selection
TEKS 4.2.6E) make connections to personal experiences, ideas in other texts, and society	Students have the opportunity to meet this standard with each reading selection
TEKS 4.2.6F) make inferences and use evidence to support understanding;	<b>Core5 Online: Comprehension:</b> Passage Comprehension 4 <b>Core5 Online: Comprehension:</b> Passage Comprehension 5 <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 2
TEKS 4.2.6G) evaluate details read to determine key ideas;	<b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 4 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 5
TEKS 4.2.6H) synthesize information to create new understanding;	<b>Core5 Lesson: Comprehension:</b> Cause and Effect, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 3 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 4 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 5 <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Primary and Secondary Accounts
TEKS 4.2.6I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>Core5 Lesson: Comprehension:</b> Paraphrasing, Lesson 1 <b>Core5 Connections: Comprehension:</b> Paraphrasing <b>Core5 Lesson: Comprehension:</b> Summarizing Information, Lesson 1 <b>Core5 Lesson: Comprehension:</b> Summarizing Stories, Lesson 1 <b>Core5 Connections: Comprehension:</b> Summarizing <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories

TEKS 4.3.7) The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
TEKS 4.3.7A) describe personal connections to a variety of sources, including self-selected texts;	Coverage opportunities provided through supplemental components
TEKS 4.3.7B) write a response that demonstrates understanding of texts, including comparing and contrasting ideas across a variety of sources;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 4.3.7C) use text evidence to support an appropriate response;	<b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 2 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 4 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 5
TEKS 4.3.7D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	<b>Core5 Lesson: Comprehension:</b> Summarizing Information, Lesson 1 <b>Core5 Lesson: Comprehension:</b> Summarizing Stories, Lesson 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 5  <b>Core5 Connections: Comprehension:</b> Paraphrasing
TEKS 4.3.7E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>Core5 Supplemental Comprehension Lesson: Comprehension:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Primary and Secondary Accounts <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 4 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 5
TEKS 4.3.7F) respond using newly acquired vocabulary as appropriate;	Lexia Connections provide teaching strategies and collaborative activity ideas to introduce, reinforce, or extend skills.
TEKS 4.3.7G) discuss specific ideas in the text that are important to the meaning.	Lexia Connections provide teaching strategies and collaborative activity ideas that could be used to meet this standard.
TEKS 4.4.8) LITERARY ELEMENTS: The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
TEKS 4.4.8A) infer basic themes supported by text evidence;	<b>Core5 Online: Comprehension:</b> Passage Comprehension 4 <b>Core5 Online: Comprehension:</b> Passage Comprehension 5 <b>Core5 Lesson: Comprehension:</b> Summarizing Stories, Lesson 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 5 <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories
TEKS 4.4.8B) explain the interactions of the characters and the changes they undergo; TEKS 4.4.8C) analyze plot elements, including the rising action, climax, falling action, and resolution; TEKS 4.4.8D) explain the influence of the setting, including historical and cultural settings, on the plot.	<b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 3 <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 2 <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson: Comprehension:</b> Reading Fiction: Points of View
TEKS 4.4.9) GENRES: The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
TEKS 4.4.9A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	<b>Core5 Online: Comprehension:</b> Passage Comprehension 4 <b>Core5 Online: Comprehension:</b> Passage Comprehension 5 <b>Core5 Supplemental Comprehension Lesson:</b> Reading Plays <b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems

	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 3
TEKS 4.4.9B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	<b>Core5 Online Activity: Vocabulary:</b> Idioms 2 <b>Core5 Lesson: Vocabulary:</b> Idioms 2 <b>Core5 Skill Builders: Vocabulary:</b> Idioms 2
TEKS 4.4.9C) explain structure in a drama such as characters tags, acts, scenes, and stage directions;	<b>Core5 Supplemental Comprehension Lesson:</b> Reading Plays
TEKS 4.4.9D) recognize characteristics and structures of informational text, including: TEKS 4.4.9Di) the central idea with supporting evidence; TEKS 4.4.9Dii) features such as pronunciation guides and diagrams to support understanding; and TEKS 4.4.9Diii) organizational patterns such as compare and contrast;	<b>Core5 Lesson: Comprehension:</b> Cause and Effect, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Compare and Contrast, Lesson 1 <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 3 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 4 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 5 <b>Core5 Connections: Comprehension:</b> Compare & Contrast
TEKS 4.4.9E) recognize characteristics and structures of argumentative text by: TEKS 4.4.9Ei) identifying the claim; TEKS 4.4.9Eii) explaining how the author has used facts for an argument; and TEKS 4.4.9Eiii) identifying the intended audience or reader; and	Coverage opportunities provided through supplemental components
TEKS 4.4.9F) recognize characteristics of multimodal and digital texts.	Students are exposed to digital, multimodal, and multigenre texts throughout the program.
TEKS 4.5.10) 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. The student is expected to:	
TEKS 4.5.10A) explain the author's purpose and message within a text;	Provides some opportunities to meet this standard: <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson: Comprehension:</b> Reading Fiction: Points of View <b>Core5 Supplemental Comprehension Lesson: Comprehension:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Primary and Secondary Accounts <b>Core5 Supplemental Comprehension Lesson:</b> Reading Plays <b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems
TEKS 4.5.10B) explain how the use of text structure contributes to the author's purpose;	
TEKS 4.5.10C) analyze the author's use of print and graphic features to achieve specific purposes;	
TEKS 4.5.10D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	
TEKS 4.5.10E) identify and understand the use of literary devices, including first- or third-person point of view;	
TEKS 4.5.10F) discuss how the author's use of language contributes to voice;	
TEKS 4.5.10G) identify and explain the use of anecdote.	
TEKS 4.6.11) WRITING PROCESS: The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
TEKS 4.6.11A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	Coverage opportunities provided through supplemental components
TEKS 4.6.11B) develop drafts into a focused, structured, and coherent piece of writing by: TEKS 4.6.11Bi) organizing with purposeful structure, including an introduction, transitions, and a conclusion;	Composition opportunities are covered in the Texas Writing Prompt Pack

TEKS 4.6.11Bii) developing an engaging idea with relevant details;	
TEKS 4.6.11C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 4.6.11D) edit drafts using standard English conventions, including: TEKS 4.6.11Di) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; TEKS 4.6.11Dii) past tense of irregular verbs; TEKS 4.6.11Diii) singular, plural, common, and proper nouns; TEKS 4.6.11Div) adjectives, including their comparative and superlative forms; TEKS 4.6.11Dv) adverbs that convey frequency and adverbs that convey degree; TEKS 4.6.11Dvi) prepositions and prepositional phrases; TEKS 4.6.11Dvii) pronouns, including reflexive; TEKS 4.6.11Dviii) coordinating conjunctions to form compound subjects, predicates, and sentences; TEKS 4.6.11Dix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; TEKS 4.6.11Dx) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and TEKS 4.6.11Dxi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 4.6.11E) publish written work for appropriate audiences.	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 4.6.12) GENRES: The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
TEKS 4.6.12A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 4.6.12B) compose informational texts, including brief compositions that convey information about a topic, using a clear and central idea and genre characteristics and craft;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 4.6.12C) compose argumentative texts, including opinion essays, using genre characteristics and craft;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 4.6.12D) compose correspondence that requests information.	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 4.7.13) The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
TEKS 4.7.13A) generate and clarify questions on a topic for formal and informal inquiry;	Composition opportunities are covered in the Texas Writing Prompt Pack
TEKS 4.7.13B) develop and follow a research plan with adult assistance;	Coverage opportunities provided through supplemental components
TEKS 4.7.13C) identify and gather relevant information from a variety of sources;	Coverage opportunities provided through supplemental components
TEKS 4.7.13D) identify primary and secondary sources;	Coverage opportunities provided through supplemental components
TEKS 4.7.13E) demonstrate understanding of information gathered;	Coverage opportunities provided through supplemental components

TEKS 4.7.13F) recognize the difference between paraphrasing and plagiarism when using source materials;	Coverage opportunities provided through supplemental components
TEKS 4.7.13G) develop a bibliography; and	Coverage opportunities provided through supplemental components
TEKS 4.7.13H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Coverage opportunities provided through supplemental components

Grade 5 TEKS, Adopted 2017	Core5 Grade 5 Citations
(1) Developing and sustaining foundational language skills: listening, speaking, discussion , and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	Each level of the Lexia program represents a different area of the world and introduces new characters that are representative of each region. Students listen to and derive meaning from a variety of media as they choose the skills and activities to complete.
(B) follow, restate, and give oral instructions that include multiple action steps;	Students have the opportunity to hear directions in each online activity.
(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	Lexia offline materials provide opportunities for students to participate in collaborative conversations and discussions while demonstrating grade-appropriate social rules and norms.
(D) work collaboratively with others to develop a plan of shared responsibilities.	Lexia Instructional Connections provide teaching strategies and collaborative activity ideas to introduce, reinforce, or extend skills.
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing , and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate and apply phonetic knowledge by:	
(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;	<p>Decoding skills are covered in greater depth at previous grade levels. Opportunities to meet this standard occur:</p> <p><b>Core5 Online Activity: Structural Analysis:</b> Special Accent Rules  <b>Core5 Lesson: Structural Analysis:</b> Special Accents  <b>Core5 Skill Builders: Structural Analysis:</b> Special Accent Rules  <b>Core5 Connections: Structural Analysis:</b> Special Accent Rules</p> <p>Students are expected to read words with these patterns through online and offline reading passages</p>
(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
(iii) decoding words using advanced knowledge of syllable division patterns;	
(iv) decoding words using advanced knowledge of the influence of prefixes and (ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; suffixes on base words; and	
(v) identifying and reading high-frequency words from a research-based list;	
(B) demonstrate and apply spelling knowledge by:	
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Prefix Change Rule and Spelling Rules (Review)
(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Prefix Change Rule and Spelling Rules (Review)
(iii) spelling multisyllabic words with multiple sound-spelling patterns;	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Prefix Change Rule and Spelling Rules (Review)
(iv) spelling words using advanced knowledge of syllable division patterns;	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Prefix Change Rule and Spelling Rules (Review)
(v) spelling words using knowledge of prefixes; and	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Prefix Change Rule and Spelling Rules (Review)
(vi) spelling words using knowledge of suffixes, including how they can change base such as dropping e, changing y to i, and doubling final consonants; and	<b>Core5 Online Activity: Automaticity/Fluency:</b> Warm-up: Prefix Change Rule and Spelling Rules (Review)
(C) write legibly in cursive.	Lexia Instructional Connections provide offline activities that could provide opportunities to meet this standard.



(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 7 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 8
(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	<b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 4 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 7 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 8
(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and	<b>Core5 Online Activity: Structural Analysis:</b> Greek Combining Forms 2 <b>Core5 Online Activity: Structural Analysis:</b> Greek Combining Forms 1 <b>Core5 Lesson: Structural Analysis:</b> Greek Combining Forms <b>Core5 Skill Builders: Structural Analysis:</b> Greek Combining Forms 1 <b>Core5 Skill Builders: Structural Analysis:</b> Greek Combining Forms 2 <b>Core5 Connections: Structural Analysis:</b> Greek Combining Forms
(D) identify , use, and explain the meaning of adages and puns.	Coverage opportunities provided through supplemental components
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing , and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<b>Core5 Online Activity: Structural Analysis:</b> Greek Combining Forms 1 <b>Core5 Online Activity: Automaticity/Fluency:</b> Passage Fluency 6 <b>Core5 Online Activity: Comprehension:</b> Signal Words <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 6 <b>Core5 Online Activity: Structural Analysis:</b> Greek Combining Forms 2 <b>Structural Analysis:</b> Special Accent Rules <b>Core5 Online Activity: Automaticity/Fluency:</b> Passage Fluency 7 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 7 <b>Core5 Lesson: Comprehension:</b> Signal Words <b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 4 <b>Core5 Lesson: Comprehension:</b> Author's Viewpoint <b>Core5 Lesson: Structural Analysis:</b> Greek Combining Forms <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 3 <b>Core5 Lesson: Automaticity/Fluency:</b> Passage Fluency, Lesson 4 <b>Core5 Lesson: Comprehension:</b> Predicting Outcomes <b>Core5 Lesson: Comprehension:</b> Summarizing Information, Lesson 2 <b>Core5 Skill Builders: Structural Analysis:</b> Greek Combining Forms 1 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 6 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 6 <b>Core5 Skill Builders: Comprehension:</b> Signal Words <b>Core5 Skill Builders: Structural Analysis:</b> Greek Combining Forms 2 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 7 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 7 <b>Core5 Skill Builders: Structural Analysis:</b> Special Accent Rules <b>Core5 Connections: Comprehension:</b> Author's Viewpoint <b>Core5 Connections: Comprehension:</b> Signal Words <b>Core5 Connections: Structural Analysis:</b> Greek Combining Forms <b>Core5 Connections: Comprehension:</b> Predicting Outcomes <b>Core5 Connections: Structural Analysis:</b> Special Accent Rules
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads	<b>Core5 Online Activity: Automaticity/Fluency:</b> Passage Fluency 6 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 6 <b>Core5 Online Activity: Automaticity/Fluency:</b> Passage Fluency 7

grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 7 <b>Core5 Lesson: Comprehension:</b> Compare and Contrast, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 4 <b>Core5 Lesson: Comprehension:</b> Author's Viewpoint <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 3 <b>Core5 Lesson: Automaticity/Fluency:</b> Passage Fluency, Lesson 4 <b>Core5 Lesson: Comprehension:</b> Summarizing Information, Lesson 2 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 6 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 6 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 7 <b>Core5 Skill Builders: Automaticity/Fluency:</b> Passage Fluency 7 <b>Core5 Connections: Comprehension:</b> Author's Viewpoint <b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Multiple Accounts <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson:</b> Reading Fiction: Points of View <b>Core5 Supplemental Comprehension Lesson:</b> Reading Plays <b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems
(6) Comprehension skills: listening, speaking, reading, writing , and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	Students have the opportunity to meet this standard with each reading selection
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 6 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 7 <b>Core5 Lesson: Comprehension:</b> Using Context, Lesson 4 <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 3 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 6 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 7 <b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Multiple Accounts
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 6 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 7 <b>Core5 Lesson: Comprehension:</b> Predicting Outcomes <b>Core5 Connections: Comprehension:</b> Predicting Outcomes
(D) create mental images to deepen understanding;	Students have the opportunity to meet this standard with each reading selection
(E) make connections to personal experiences, ideas in other texts, and society;	Students have the opportunity to meet this standard with each reading selection
(F) make inferences and use evidence to support understanding;	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 6 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 7 <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 3
(G) evaluate details read to determine key ideas;	<b>Core5 Lesson: Comprehension:</b> Summarizing Information, Lesson 2 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 6 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 7

	<b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research
(H) synthesize information to create new understanding; and	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 6 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 7 <b>Core5 Lesson: Comprehension:</b> Author's Viewpoint <b>Core5 Connections: Comprehension:</b> Author's Viewpoint <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Multiple Accounts <b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 6 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 7 <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Supplemental Comprehension Lesson:</b> Reading Fiction: Points of View <b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Multiple Accounts
(7) 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. The student is expected to:	
(A) describe personal connections to a variety of sources, including self-selected texts;	Coverage opportunities provided through supplemental components
(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	Coverage opportunities provided through supplemental components
(C) use text evidence to support an appropriate response;	<b>Core5 Online Activity: Skill Builder:</b> Passage Comprehension 6 <b>Core5 Online Activity: Skill Builder:</b> Passage Comprehension 7 <b>Core5 Lesson: Comprehension:</b> Inferences and Conclusions, Lesson 3
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	<b>Core5 Lesson: Comprehension:</b> Paraphrasing, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Summarizing Information, Lesson 2 <b>Core5 Lesson: Comprehension:</b> Summarizing Stories, Lesson 2
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Multiple Accounts
(F) respond using newly acquired vocabulary as appropriate; and	Coverage opportunities provided through supplemental components
(G) discuss specific ideas in the text that are important to the meaning.	Coverage opportunities provided through supplemental components
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) infer multiple themes within a text using text evidence;	<b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 6 <b>Core5 Online Activity: Comprehension:</b> Passage Comprehension 7 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 6 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 7

(B) analyze the relationships of and conflicts among the characters; (C) analyze plot elements, including rising action, climax, falling action, and resolution; and (D) analyze the influence of the setting, including historical and cultural settings, on the plot.	<b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 7 <b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories
(9) Multiple genres: listening, speaking, reading, writing , and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	<b>Core5 Supplemental Comprehension Lesson:</b> Compare/Contrast Stories <b>Core5 Lesson: Comprehension:</b> Narrative Text Structure, Lesson 4
(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;	<b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems
(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	<b>Core5 Supplemental Comprehension Lesson:</b> Reading Plays
(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence ; (ii) features such as insets, timelines, and sidebars to support understanding and (iii) organizational patterns such as logical order and order of importance;	<b>Core5 Lesson: Comprehension:</b> Informational Text Structure, Lesson 4 <b>Core5 Lesson: Comprehension:</b> Summarizing Information, Lesson 2 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 6 <b>Core5 Skill Builders: Comprehension:</b> Passage Comprehension 7 <b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research
(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader ; and	Coverage opportunities provided through supplemental components
(F) recognize characteristics of multimodal and digital texts.	Students are exposed to digital texts throughout the program.
(10) 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. The student is expected to:	
(A) explain the author's purpose and message within a text;	Provides some opportunities to meet this standard: <b>Core5 Supplemental Comprehension Lesson:</b> Reading Fiction: Points of View <b>Core5 Supplemental Comprehension Lesson:</b> Integrating Information for Research <b>Core5 Supplemental Comprehension Lesson:</b> Reading Information: Multiple Accounts <b>Core5 Supplemental Comprehension Lesson:</b> Reading Plays <b>Core5 Supplemental Comprehension Lesson:</b> Reading Poems
(B) analyze how the use of text structure contributes to the author's purpose;	
(C) analyze the author's use of print and graphic features to achieve specific purposes;	
(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	
(E) identify and understand the use of literary devices, including first- or third-person point of view;	
(F) examine how the author's use of language contributes to voice; and	
(G) explain the purpose of hyperbole , stereotyping , and anecdote .	
(11) Composition: listening, speaking, reading, writing , and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	

(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	Composition opportunities are provided in the Texas Writing Prompt Pack
(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details;	Composition opportunities are provided in the Texas Writing Prompt Pack
(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Composition opportunities are provided in the Texas Writing Prompt Pack
(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns , including indefinite ; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences , quotation marks in dialogue , and italics and underlining for titles and emphasis ; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Composition opportunities are provided in the Texas Writing Prompt Pack
(E) publish written work for appropriate audiences.	Composition opportunities are provided in the Texas Writing Prompt Pack
(12) Composition: listening, speaking, reading, writing , and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft ;	Composition opportunities are covered in the Texas Writing Prompt Pack
(B) compose informational texts , including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	Composition opportunities are covered in the Texas Writing Prompt Pack
(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	Composition opportunities are covered in the Texas Writing Prompt Pack
(D) compose correspondence that requests information.	Composition opportunities are covered in the Texas Writing Prompt Pack
(13) Inquiry and research: listening, speaking, reading, writing , and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate and clarify questions on a topic for formal and informal inquiry;	Coverage opportunities provided through supplemental components

(B) develop and follow a research plan with adult assistance;	Coverage opportunities provided through supplemental components
(C) identify and gather relevant information from a variety of sources;	Coverage opportunities provided through supplemental components
(D) understand credibility of primary and secondary sources;	Coverage opportunities provided through supplemental components
(E) demonstrate understanding of information gathered;	Coverage opportunities provided through supplemental components
(F) differentiate between paraphrasing and plagiarism when using source materials;	Coverage opportunities provided through supplemental components
(G) develop a bibliography; and	Coverage opportunities provided through supplemental components
(H) use an appropriate mode of delivery, whether written, oral, or multimodal to present results.	Coverage opportunities provided through supplemental components