



TEKS Curriculum Framework for TAKS-Alt

Grade 9 Reading

TAKS Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations
<p>Eng I (6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to</p> <p>(B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary;</p> <p>(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;</p> <p>(E) use reference material such as glossary, dictionary, thesaurus, [and available technology] to determine precise meanings and usage; and</p> <p>(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.</p>	<p>Uses strategies to identify words and build vocabulary.</p>

Eng I (6) Prerequisite Skills/Links to TEKS Vertical Alignment	
<p>▲</p>	<p>Reading/vocabulary development</p> <ul style="list-style-type: none"> • draw on experiences to bring meanings to words in context such as interpreting figurative language, idioms, multiple-meaning words, and analogies* • use word origins as an aid to understanding historical influences on English word meanings* • distinguish denotative and connotative meanings* • draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies* • use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage* • study word meanings systematically such as across curricular content areas and through current events* • determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i>, <i>pay</i>, or <i>happy</i> and affixes such as <i>dis-</i>, <i>pre-</i>, or <i>un-</i>* • develop vocabulary by listening to selections read aloud* • draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words* • demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words)* <p>▼</p>

Continued

Eng I (6)**Prerequisite Skills/Links to TEKS Vertical Alignment (cont.)**

- use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words*
- develop vocabulary through reading*
- develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud*
- discuss meanings of words and develop vocabulary through meaningful/concrete experiences*
- identify words that name persons, places, or things and words that name actions*

Reading/word identification

- use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes*
- locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources*
- apply knowledge of letter-sound correspondences, language structure, and context to recognize words*
- use structural analysis to identify root words with prefixes such as *dis-*, *non-*, *in-*; and suffixes such as *-ness*, *-tion*, *-able**
- use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words*
- use structural cues such as prefixes and suffixes to recognize words, for example, *un-* and *-ly**
- use knowledge of word order (syntax) and context to support word identification and confirm word meaning*
- read both regular and irregular words automatically such as through multiple opportunities to read and reread*
- identify multisyllabic words by using common syllable patterns*
- blend initial letter-sounds with common vowel spelling patterns to read words*
- decode by using all letter-sound correspondences within a word*
- use structural cues to recognize words such as compounds, base words, and inflections such as *-s*, *-es*, *-ed*, and *-ing**
- recognize high frequency irregular words such as *said*, *was*, *where*, and *is**
- use common spelling patterns to read words*

Reading/letter-sound relationships

- decode by using all letter-sound correspondences within regularly spelled words*
- blend initial letter-sounds with common vowel spelling patterns to read words*
- use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)*
- learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as *bl*, *st*, *tr*; consonant digraphs such as *th*, *sh*, *ck*; and vowel digraphs and diphthongs such as *ea*, *ie*, *ee**
- learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read*
- understand that written words are composed of letters that represent sounds*
- name and identify each letter of the alphabet*



Continued

Eng I (6)**Prerequisite Skills/Links to TEKS Vertical Alignment (cont.)****Vocabulary**

- increase listening vocabulary and begin to develop a vocabulary of object names and common phrases in English (ESL)*
- link new learning experiences and vocabulary to what is already known about a topic*
- attempt to communicate more than current vocabulary will allow, borrowing and extending words to create meaning*
- refine and extend understanding of known words*
- use new vocabulary in everyday communication*
- show a steady increase in listening and speaking vocabulary*

Letter knowledge and early word recognition

- begin to identify some high frequency words*
- begin to make some letter/sound matches*
- begin to notice beginning letters in familiar words*
- identify 10 or more printed alphabet letters*
- begin to associate the names of letters with their shapes*



*Similar prerequisite skills were grouped together under the same subject headings but different knowledge and skills statements due to similarities in content.

NOTE: Under each heading the student expectations are arranged from the highest grade level to the lowest grade level.

TAKS Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations
<p>Eng I (7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to</p> <ul style="list-style-type: none"> (F) identify main ideas and their supporting details; and (G) summarize texts. 	<p>Uses strategies to comprehend texts for basic understanding.</p>

Eng I (7)

Prerequisite Skills/Links to TEKS Vertical Alignment



- use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer
- distinguish fact and opinion in various texts
- draw inferences such as conclusions or generalizations and support them with text evidence and experience
- use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information
- represent text information in different ways such as in outline, timeline, or graphic organizer
- find similarities and differences across texts such as in treatment, scope, or organization
- paraphrase and summarize text to recall, inform, and organize ideas
- paraphrase and summarize text to recall, inform, or organize ideas
- determine a text’s main (or major) ideas and how those ideas are supported with details
- describe mental images that text descriptions evoke
- establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
- use his/her own knowledge and experience to comprehend
- monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
- practice different kinds of questions and tasks, including test-like comprehension questions
- distinguish fact from opinion in various texts, including news stories and advertisements
- identify similarities and differences across texts such as in topics, characters, and themes
- represent text information in different ways, including story maps, graphs, and charts
- produce summaries of text selections



Continued

Eng I (7)**Prerequisite Skills/Links to TEKS Vertical Alignment (cont.)**

- make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions
- draw and discuss visual images based on text descriptions
- monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help
- identify similarities and differences across texts such as in topics, characters, and problems
- retell or act out the order of important events in stories
- establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained
- establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained
- use prior knowledge to anticipate meaning and make sense of texts

Developing knowledge of literary forms

- begin to predict what will happen next in a story
- begin to retell some sequences of events in stories

Verbal expression

- engage in various forms of nonverbal communication with those who do not speak his/her home language (ESL)
- use single words and simple phrases to communicate meaning in social situations (ESL)
- attempt to use new vocabulary and grammar in speech (ESL)
- begin to retell the sequence of a story

Listening comprehension

- listen purposefully to English-speaking teachers and peers to gather information and show some understanding of the new language being spoken by others (ESL)
- listen to tapes and records, and show understanding through gestures, actions, and/or language
- listen to and engage in several exchanges of conversations with others
- enjoy listening to and responding to books
- understand and follow simple oral directions
- listen for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)
- listen with increasing attention



NOTE: Under each heading the student expectations are arranged from the highest grade level to the lowest grade level.

TAKS Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectation	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectation
<p>Eng I (8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to</p> <p>(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media].</p>	<p>Reads a variety of genres for different purposes.</p>

Eng I (8)	Prerequisite Skills/Links to TEKS Vertical Alignment
<p>▲</p> <p>▼</p>	<ul style="list-style-type: none"> • read to take action such as to complete forms, make informed recommendations, and write a response • select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure • read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing • select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure • read classic and contemporary works • read to accomplish various purposes, both assigned and self-selected • read from a variety of genres for pleasure and to acquire information from both print and electronic sources • use graphs, charts, signs, captions, and other informational texts to acquire information • read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information <p>Developing knowledge of literary forms</p> <ul style="list-style-type: none"> • select books to read based on personal criteria <p>Motivation to read</p> <ul style="list-style-type: none"> • enjoy visiting the library • share books and engage in pretend-reading with other children • attempt to read and write independently • frequently request the re-reading of books • enjoy listening to and discussing storybooks and information books read aloud • demonstrate an interest in books and reading through body language and facial expressions

NOTE: Under each heading the student expectations are arranged from the highest grade level to the lowest grade level.

TAKS Objective 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectation	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectation
<p>Eng I (10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to (B) use elements of text to defend his/her own responses and interpretations.</p>	<p>Uses evidence from literary text to support responses.</p>

Eng I (10)	Prerequisite Skills/Links to TEKS Vertical Alignment
<p>▲</p> <p>▼</p>	<ul style="list-style-type: none"> • connect, compare, and contrast ideas, themes, and issues across texts • support responses by referring to relevant aspects of text and his/her own experiences • interpret text ideas through such varied means as journal writing, discussion, enactment, and media • offer observations, make connections, react, speculate, interpret, and raise questions in response to texts • support interpretations or conclusions with examples drawn from text • respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama • connect ideas and themes across texts • respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation • participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud • listen to stories being read aloud • describe how illustrations contribute to the text <p>Developing knowledge of literary forms</p> <ul style="list-style-type: none"> • connect information and events in books to real-life experiences • ask questions and make comments about the information and events from books • show appreciation of repetitive language patterns

NOTE: Under each heading the student expectations are arranged from the highest grade level to the lowest grade level.

TAKS Objective 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations
<p>Eng I (11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to</p> <ul style="list-style-type: none"> (A) recognize the theme (general observation about life or human nature) within a text; (B) analyze the relevance of setting and time frame to text’s meaning; (C) analyze characters and identify time and point of view; (D) identify basic conflicts; (E) analyze the development of plot in narrative text; (F) recognize and interpret important symbols; (G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and (H) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read. 	<p>Understands the effects of literary elements on texts.</p>

Eng I (11) Prerequisite Skills/Links to TEKS Vertical Alignment	
<p>▲</p> <p>▼</p>	<p>Reading/text structures/literary concepts</p> <ul style="list-style-type: none"> • understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts)* • recognize and interpret literary devices such as flashback, foreshadowing, and symbolism* • understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts)* • recognize and analyze story plot, setting, and problem resolution* • analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo* • understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)*

Continued

Eng I (11)**Prerequisite Skills/Links to TEKS Vertical Alignment (cont.)**

- understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts)*
- recognize the story problem(s) or plot*
- identify the importance of the setting to a story's meaning*
- analyze characters, including their traits, relationships, and changes*
- analyze characters, including their traits, feelings, relationships, and changes*
- understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures*

Developing knowledge of literary forms

- imitate the special language in storybooks and story dialogue, and use it in retellings and dramatic play (such as "Once upon a time...")*
- become increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story*



*Similar prerequisite skills were grouped together under the same subject headings but different knowledge and skills statements due to similarities in content.

NOTE: Under each heading the student expectations are arranged from the highest grade level to the lowest grade level.

TAKS Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations
<p>Eng I (7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to</p> <p>(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering; and</p> <p>(H) draw inferences such as conclusions, generalizations, and predictions and support them from text.</p>	<p>Uses text structures and inferences to comprehend texts.</p>

Eng I (7)	Prerequisite Skills/Links to TEKS Vertical Alignment
<p>▲</p> <p>▼</p>	<ul style="list-style-type: none"> • use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record • answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer • distinguish fact and opinion in various texts • draw inferences such as conclusions or generalizations and support them with text evidence and experience • use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information • represent text information in different ways such as in outline, timeline, or graphic organizer • find similarities and differences across texts such as in treatment, scope, or organization • paraphrase and summarize text to recall, inform, and organize ideas • paraphrase and summarize text to recall, inform, or organize ideas • determine a text’s main (or major) ideas and how those ideas are supported with details • describe mental images that text descriptions evoke • establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems • use his/her own knowledge and experience to comprehend • monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions • practice different kinds of questions and tasks, including test-like comprehension questions • distinguish fact from opinion in various texts, including news stories and advertisements

Eng I (7)**Prerequisite Skills/Links to TEKS Vertical Alignment (cont.)**

- identify similarities and differences across texts such as in topics, characters, and themes
- represent text information in different ways, including story maps, graphs, and charts
- produce summaries of text selections
- make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions
- draw and discuss visual images based on text descriptions
- monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help
- identify similarities and differences across texts such as in topics, characters, and problems
- retell or act out the order of important events in stories
- establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained
- establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained
- use prior knowledge to anticipate meaning and make sense of texts

Developing knowledge of literary forms

- begin to predict what will happen next in a story
- begin to retell some sequences of events in stories

Verbal expression

- engage in various forms of nonverbal communication with those who do not speak his/her home language (ESL)
- use single words and simple phrases to communicate meaning in social situations (ESL)
- attempt to use new vocabulary and grammar in speech (ESL)
- begin to retell the sequence of a story

Listening comprehension

- listen purposefully to English-speaking teachers and peers to gather information and show some understanding of the new language being spoken by others (ESL)
- listen to tapes and records, and show understanding through gestures, actions, and/or language
- enjoy listening to and responding to books
- listen to and engage in several exchanges of conversations with others
- understand and follow simple oral directions
- listen for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)
- listen with increasing attention



NOTE: Under each heading the student expectations are arranged from the highest grade level to the lowest grade level.

TAKS Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectation	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectation
<p>Eng I (8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to</p> <p>(D) interpret the possible influences of the historical context on a literary work.</p>	<p>Reads and evaluates a variety of genres for different purposes.</p>

Eng I (8)	Prerequisite Skills/Links to TEKS Vertical Alignment
<p>▲</p> <p>▼</p>	<ul style="list-style-type: none"> • read to take action such as to complete forms, make informed recommendations, and write a response • select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure • read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing • select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure • read classic and contemporary works • read to accomplish various purposes, both assigned and self-selected • read from a variety of genres for pleasure and to acquire information from both print and electronic sources • use graphs, charts, signs, captions, and other informational texts to acquire information • read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information <p>Developing knowledge of literary forms</p> <ul style="list-style-type: none"> • select books to read based on personal criteria <p>Motivation to read</p> <ul style="list-style-type: none"> • enjoy visiting the library • share books and engage in pretend-reading with other children • attempt to read and write independently • frequently request the re-reading of books • enjoy listening to and discussing storybooks and information books read aloud • demonstrate an interest in books and reading through body language and facial expressions

NOTE: Under each heading the student expectations are arranged from the highest grade level to the lowest grade level.

TAKS Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectation	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectation
<p>Eng I (10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to (B) use elements of text to defend his/her own responses and interpretations.</p>	<p>Uses evidence from expository text to support responses.</p>

Eng I (10) Prerequisite Skills/Links to TEKS Vertical Alignment	
<p>▲</p> <p>▼</p>	<ul style="list-style-type: none"> • connect, compare, and contrast ideas, themes, and issues across text • support responses by referring to relevant aspects of text and his/her own experiences • interpret text ideas through such varied means as journal writing, discussion, enactment, and media • offer observations, make connections, react, speculate, interpret, and raise questions in response to texts • support interpretations or conclusions with examples drawn from text • demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology • connect ideas and themes across texts • describe how illustrations contribute to the text <p>Developing knowledge of literary forms</p> <ul style="list-style-type: none"> • connect information and events in books to real-life experiences • ask questions and make comments about the information and events from books

NOTE: Under each heading the student expectations are arranged from the highest grade level to the lowest grade level.

TAKS Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations
<p>Eng I (12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to</p> <ul style="list-style-type: none"> (A) analyze characteristics of text, including its structure, word choices, and intended audience; (B) evaluate the credibility of information sources and determine the writer’s motives; (C) analyze text to evaluate the logical argument [and to determine the mode of reasoning used such as induction and deduction]; and (D) analyze texts such as editorials, [documentaries,] and advertisements for bias and use of common persuasive techniques. 	<p>Reads critically to evaluate texts.</p>

Eng I (12) Prerequisite Skills/Links to TEKS Vertical Alignment

<p>▲</p> <p>▼</p>	<p>Reading/text structures/literary concepts</p> <ul style="list-style-type: none"> • understand literary forms by recognizing and distinguishing among such types of texts as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy* • recognize how style, tone, and mood contribute to the effect of the text* • analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically* • describe how the author’s perspective or point of view affects the text* • identify the purposes of different types of texts such as to inform, influence, express, or entertain* • recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry* • recognize that authors organize information in specific ways* • judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?”* • understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies* • compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants*
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Eng I (12)	Prerequisite Skills/Links to TEKS Vertical Alignment (cont.)
<p style="text-align: center;">▲</p> <p style="text-align: center;">▼</p>	<ul style="list-style-type: none"> • identify text as written for entertainment (narrative) or for information (expository)* • recognize the distinguishing features of familiar genres, including stories, poems, and informational texts* • recognize the distinguishing features of familiar genres, such as stories, poems, and informational texts* • distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve • distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve* • distinguish fiction from nonfiction, including fact and fantasy* • understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books* • understand simple story structure* <p>Developing knowledge of literary forms</p> <ul style="list-style-type: none"> • understand that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways* • recognize favorite books by their cover*

*Similar prerequisite skills were grouped together under the same subject headings but different knowledge and skills statements due to similarities in content.

NOTE: Under each heading the student expectations are arranged from the highest grade level to the lowest grade level.

TAKS Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations
<p>Eng I (19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to</p> <ul style="list-style-type: none"> (B) analyze relationships, ideas, [and cultures] as represented in various media; and (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements. 	<p>Understands and interprets visual representations.</p>

Eng I (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
<p>▲</p> <p>▼</p>	<ul style="list-style-type: none"> • use media to compare ideas and points of view • interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations • describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings

TAKS Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

TEKS Knowledge and Skills Statements/ TAKS-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ TAKS-Tested Student Expectations
<p>Eng I (20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to</p> <ul style="list-style-type: none"> (B) deconstruct media to get the main idea of the message’s content; and (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols. 	<p>Evaluates visual representations.</p>

Eng I (20)	Prerequisite Skills/Links to TEKS Vertical Alignment
<p>▲</p> <p>▼</p>	<ul style="list-style-type: none"> • evaluate how different media forms influence and inform • evaluate the purposes and effects of varying media such as film, print, and technology presentations • interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings • compare and contrast print, visual, and electronic media such as film with written story • interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings