



# LION FOR READING

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### Item Standard Alignment

The Learning Inventory of Need (LION) for Reading is a computer-based assessment designed to provide teachers with independent and instructional reading levels in fiction and nonfiction, as well as outcomes for foundational skills at the student's reading level. Depending on the reading level, the assessment should take 20 – 45 minutes to complete. Students may pause the test at any time and come back to it later if necessary.

At the end of the assessment, students will receive:

- an independent and instructional reading level for fiction
- an independent and instructional reading level for nonfiction (mid-kindergarten level readers or higher)
- an overall and skill score for each of the Foundation Focus tasks
- an overall On Grade Level designation identifying the student's reading levels in relation to where they should be
- an overall LION Index that provides a weighted overall scaled score
- an overall Tier (1, 2, or 3)

The LION for Reading framework is based on comprehension on leveled passages and student expectations. Students are given a fiction reading passage and are asked comprehension questions about that passage. If the student can correctly answer 4 out of the 6 questions, they are considered to be Mastered, and they are given a higher-level passage. They will continue with passages until they are Striving (3/6) or Intervention (0-2/6) on the comprehension questions. The level of the highest Mastered passage is considered to be the student's independent level for fiction. The level of the passage not mastered is considered the student's instructional reading level for fiction. The same process is followed for nonfiction passages for students reading at the mid-kindergarten level or higher. Once all passage reading is complete, students are given a Foundation Focus set of tasks based on their reading level. These skills are based on the student expectations at each grade level for the five domains of reading.

Reports and data analysis will help teachers identify students that are reading above, at, slightly below, and below where they should be for their grade level at that time point in the year. For each comprehension, vocabulary, and Foundation Focus task, students are given an outcome of **Mastered**, **Striving**, or **Intervention**.

The following charts provide a mapping of the key concepts and Screening/Inventory expectations for each of the grade levels.

## Contents

Kindergarten – Emerging Reader .....	3
Grade 1 – Beginning Reader .....	5
Grade 2 – Developing Reader .....	8
Grade 3 – Bridging Reader .....	10
Grade 4 – Intermediate Reader.....	13
Grade 5 – Proficient Reader .....	15
Grade 6 – Advanced Reader.....	18
Grade 7 – Principal Reader .....	20
Grade 8 – Dominant Reader.....	22
Grade 9 – Strategic Reader.....	24
Grade 10 – Superior Reader .....	26
Grade 11 – Expert Reader.....	28
Grade 12 – Scholar Reader .....	30

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Kindergarten – Emerging Reader Levels LIS, 000, 025, 050, 075</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	K.8A retell a main event from a story read aloud	K.6D retell texts in ways that maintain meaning
	<b>Recalling Details</b>	K.6A identify elements of a story including setting, character, and key events	K.7C identify the elements of plot development, including the main events, the problem, and the resolution for texts read aloud
	<b>Character Details</b>	K.8B describe characters in a story and the reasons for their actions	K.7B identify and describe the main character(s);
	<b>Key Events</b>	K.6A identify elements of a story including setting, character, and key events	K.7C identify the elements of plot development, including the main events, the problem, and the resolution for texts read aloud
	<b>Inferencing</b>	K.8Fig19D make inferences based on the cover, title, illustrations, and plot	K.5F make inferences and use evidence to support understanding with adult assistance
	<b>Main Idea</b>	K.8Fig19E retell or act out important events in stories	K.5G evaluate information to determine what is most important with adult assistance
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	K.10B retell important facts in a text, heard or read	K.6D retell texts in ways that maintain meaning
	<b>Key Facts &amp; Details (2)</b>	K.10B retell important facts in a text, heard or read	K.7C identify the elements of plot development, including the main events, the problem, and the resolution for texts read aloud
	<b>Text Features</b>	K.10D use titles and illustrations to make predictions about text	K.6E interact with sources in meaningful ways such as illustrating or writing
	<b>Inferencing</b>	K.10Fig19D make inferences based on the cover, title, illustrations, and plot	K.5F make inferences and use evidence to support understanding with adult assistance
	<b>Main Idea</b>	K.10Fig19E retell or act out important events in stories	K.5G evaluate information to determine what is most important with adult assistance
<b>Passage Vocabulary</b>	<b>Position</b>	K.5A identify and use words that name actions, directions, positions, sequences, and locations	K.3C identifying and using words that name actions, directions, positions, sequences, and locations
	<b>Color</b>	K.5C identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)	K.3C identifying and using words that name actions, directions, positions, sequences, and locations
	<b>Location</b>	K.5A identify and use words that name actions, directions, positions, sequences, and locations	K.3C identifying and using words that name actions, directions, positions, sequences, and locations
	<b>Shape</b>	K.5A identify and use words that name actions, directions, positions, sequences, and locations	K.3C identifying and using words that name actions, directions, positions, sequences, and locations

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	<b>Emotion</b>	K.5C identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)	K.3C identifying and using words that name actions, directions, positions, sequences, and locations
	<b>Sequence</b>	K.5A identify and use words that name actions, directions, positions, sequences, and locations	K.3C identifying and using words that name actions, directions, positions, sequences, and locations
	<b>Patterns</b>	K.5A identify and use words that name actions, directions, positions, sequences, and locations	K.3C identifying and using words that name actions, directions, positions, sequences, and locations
<b>Phonemic Awareness</b>	<b>Rhyming</b>	K.2C orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?")	K.2Ai demonstrate phonological awareness by identifying and producing rhyming words
	<b>Blending Onset Rime</b>	K.2F blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat)	K.2Avii demonstrate phonological awareness by blending spoken onsets and rimes to form simple words
	<b>Identification of Initial Sound</b>	K.2H isolate the initial sound in one-syllable spoken words	K.2Aii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound
	<b>Identification of Final Sound</b>	K.2I segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/)	K.2Ax segmenting spoken one-syllable words into individual phonemes
<b>Phonics</b>	<b>Uppercase Letter Name</b>	K.1B identify upper- and lower-case letters	K.2Dv demonstrate print awareness by identifying all uppercase and lowercase letters
	<b>Lowercase Letter Name</b>	K.1B identify upper- and lower-case letters	K.2Dv demonstrate print awareness by identifying all uppercase and lowercase letters
	<b>Uppercase Letter Sound</b>	K.3A identify the common sounds that letters represent	K.2Bi demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent
	<b>Lowercase Letter Sound</b>	K.3A identify the common sounds that letters represent	K.2Bi demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent
<b>Word Analysis</b>	<b>Spelling</b>	K.18B use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")	K.2C demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list <b>Spanish</b> (i) spelling common letter and sound correlations; and (ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Grade 1 – Beginning Reader Levels 100, 150</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	1.9A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events	1.7D retell texts in ways that maintain meaning
	<b>Recalling Details</b>	1.9A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events	1.8C identify and understand plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently
	<b>Character Details</b>	1.9B describe characters in a story and the reasons for their actions and feelings.	1.8B describe the main character(s) and the reasons for their actions
	<b>Key Events</b>	1.9A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events	1.8C identify and understand plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently
	<b>Inferencing</b>	1.9Fig19D make inferences about text and use textual evidence to support understanding	1.6F make inferences and use evidence to support understanding with adult assistance
	<b>Main Idea</b>	1.9Fig19E retell important events in stories in logical order	1.6G evaluate information to determine what is most important with adult assistance
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	1.14C retell the order of events in a text by referring to the words and/or illustrations	1.9Diii recognize characteristics and structures of informational text, including temporal sequence and description
	<b>Key Facts &amp; Details (2)</b>	1.14B identify important facts or details in text, heard or read	1.9Di recognize characteristics and structures of informational text, including the central or main idea with teacher support
	<b>Text Features</b>	1.14D use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	1.9Dii recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information
	<b>Inferencing</b>	1.14Fig19D make inferences about text and use textual evidence to support understanding	1.6F make inferences and use evidence to support understanding with adult assistance
	<b>Main Idea</b>	1.14Fig19E retell important events in stories in logical order	1.6G evaluate information to determine what is most important with adult assistance
<b>Passage Vocabulary</b>	<b>Multiple Meaning Words</b>	1.6C determine what words mean from how they are used in a sentence, either heard or read;	1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings
	<b>Synonym</b>	1.6C determine what words mean from how they are used in a sentence, either heard or read;	1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings

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	<b>Antonym</b>	1.6C determine what words mean from how they are used in a sentence, either heard or read;	1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings
	<b>Context Clues</b>	1.6C determine what words mean from how they are used in a sentence, either heard or read;	1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings
<b>Phonemic Awareness</b>	<b>Phoneme Blending</b>	1.2D blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);	1.2Av blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends <b>Spanish</b> 1.2Av blending spoken complex syllables, including sílabas trabadas, to form
	<b>Initial Sound Segmentation</b>	1.2E isolate initial, medial, and final sounds in one-syllable spoken words	1.2ii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound 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>Final Sound Segmentation</b>	1.2E isolate initial, medial, and final sounds in one-syllable spoken words	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>Phonics</b>	<b>Initial Sound Identification</b>	1.3Ai decode words in context and in isolation by applying common letter-sound correspondences, single letters (consonants)	1.2Bi demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences of all consonants <b>Spanish</b> 1.2Bi identifying and matching sounds to individual letters
	<b>Final Sound Identification</b>	1.3Ai decode words in context and in isolation by applying common letter-sound correspondences, single letters (consonants)	1.2Bi demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences of all consonants <b>Spanish</b> 1.2Bi identifying and matching sounds to individual letters
	<b>Initial Blend Identification</b>	1.3Aiii decode words in context and in isolation by applying common letter-sound correspondences, including consonant blends (e.g., bl, st)	1.2Bii demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs <b>Spanish</b> 1.2Bii decoding words with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;
	<b>Final Blend Identification</b>	1.3Aiii decode words in context and in isolation by applying common letter-sound correspondences, including consonant blends (e.g., bl, st)	1.2Bii demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs <b>Spanish</b> 1.2Bii decoding words with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;

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<b>Word Analysis</b>	<b>Spelling</b>	1.22 Students spell correctly.	<p>1.2C demonstrate and apply spelling knowledge by</p> <ul style="list-style-type: none"> <li>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</li> <li>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</li> <li>(iii) spelling words using sound-spelling patterns; and</li> <li>(iv) spelling high-frequency words from a research-based list</li> </ul> <p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>(ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;</li> <li>(iii) spelling words with silent h; consonant digraphs such as/ch/,/rr/, and/l/; and sílabas trabadas such as/bla/,/bra/,/gla/, and/gra/;</li> <li>(iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;</li> <li>(vi) spelling words with diphthongs such as/ai/,/au/, and/ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and ri-o; and</li> <li>(vii) spelling words with common prefixes and suffixes;</li> </ul>

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<b>Grade 2 – Developing Reader Levels 200, 250</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	2.9Fig19E retell important events in stories in logical order	2.7D retell and paraphrase texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	2.3B ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;	2.8C identify and understand plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently
	<b>Character Details</b>	2.9B describe main characters in works of fiction, including their traits, motivations, and feelings.	2.8B describe the main character(s) and how their feelings and actions change
	<b>Key Events</b>	2.3B ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;	2.8C identify and understand plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently
	<b>Inferencing</b>	2.9Fig19D make inferences about text and use textual evidence to support understanding	2.6F make inferences and use evidence to support understanding
	<b>Summarizing</b>	2.9Fig19E retell important events in stories in logical order	2.6G evaluate information to determine what is most important
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	2.14C describe the order of events or ideas in a text;	2.9Diii recognize characteristics and structures of informational text, including chronological order and cause and effect stated explicitly
	<b>Key Facts &amp; Details (2)</b>	2.14B locate the facts that are clearly stated in a text;	2.Di recognize characteristics and structures of informational text, including the central or main idea with teacher support
	<b>Text Features</b>	2.14D use text features to locate specific information in text.	2.9Dii recognize characteristics and structures of informational text, including features and graphics to locate and gain information
	<b>Inferencing</b>	2.14Fig19D make inferences about text and use textual evidence to support understanding	2.6F make inferences and use evidence to support understanding
	<b>Summarizing</b>	2.14Fig19E retell important events in stories in logical order	2.6G evaluate information to determine what is most important
<b>Passage Vocabulary</b>	<b>Multiple Meaning Words</b>	2.5B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words
	<b>Synonym</b>	2.5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;	2.3D identify and explain the meaning of antonyms, synonyms, idioms, and homographs in context
	<b>Antonym</b>	2.5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;	2.3D identify and explain the meaning of antonyms, synonyms, idioms, and homographs in context



Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
	<b>Context Clues</b>	2.5B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words
<b>Word Enrichment Vocabulary</b>	<b>Prefix/Suffix</b>	2.5A use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)	2.3C identify the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion <b>Spanish</b> 2.3C use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words;
	<b>Context Clues</b>	2.5B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words	2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words
	<b>Synonym/ Antonym</b>	2.5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;	2.3D identify and explain the meaning of antonyms, synonyms, idioms, and homographs in context
	<b>Dictionary Skills</b>	2.5D alphabetize a series of words and use a dictionary or a glossary to find words.	2.3A use print or digital resources to determine meaning and pronunciation of unknown words
<b>Word Analysis</b>	<b>Spelling</b>	2.23B spell words with common orthographic patterns and rules:	2.2C demonstrate and apply spelling knowledge by: (i) 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; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est <b>Spanish</b> (i) spelling multisyllabic words; (ii) spelling words with diphthongs and hiatus; (iii) spelling common abbreviations; (iv) spelling words with prefixes and suffixes; and (v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Grade 3 – Bridging Reader Levels 300, 350</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	3.8A sequence and summarize the plot's main events and explain their influence on future events	3.7D retell and paraphrase texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	3.2B ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	3.8C analyze plot elements, including the sequence of events, the problem, and the resolution
	<b>Character Details</b>	3.8B describe the interaction of characters including their relationships and the changes they undergo	3.8B describe the main character(s) and how their feelings and actions change
	<b>Key Events</b>	3.8A sequence and summarize the plot's main events and explain their influence on future events	3.8C analyze plot elements, including the sequence of events, the problem, and the resolution
	<b>Inferencing</b>	3.8Fig19D make inferences about text and use textual evidence to support understanding	3.6F make inferences and use evidence to support understanding
	<b>Summarizing</b>	3.8Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	3.6G evaluate details read to determine key ideas
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	3.13C identify explicit cause and effect relationships among ideas in texts	3.9Diii recognize characteristics and structures of informational text, including cause and effect and problem and solution
	<b>Key Facts &amp; Details (2)</b>	3.13A identify the details or facts that support the main idea	3.Di recognize characteristics and structures of informational text, including the central idea
	<b>Text Features</b>	3.13D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text	3.9Dii recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding of the text;
	<b>Inferencing</b>	3.13Fig19D make inferences about text and use textual evidence to support understanding	3.6F make inferences and use evidence to support understanding
	<b>Summarizing</b>	3.13Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	3.6G evaluate details read to determine key ideas

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
Passage Vocabulary	<b>Multiple Meaning Words</b>	3.4B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
	<b>Synonym</b>	3.4C identify and use antonyms, synonyms, homographs, and homophones	3.3D identify and explain the meaning of antonyms, synonyms, idioms, and homographs in a text
	<b>Antonym</b>	3.4C identify and use antonyms, synonyms, homographs, and homophones	3.3D identify and explain the meaning of antonyms, synonyms, idioms, and homographs in a text
	<b>Context Clues</b>	3.4B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
Word Enrichment Vocabulary	<b>Prefix/Suffix</b>	3.4A identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots	3.3C identify the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful <b>Spanish</b> 3.3C identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word;
	<b>Context Clues</b>	3.4B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
	<b>Synonym/ Antonym</b>	3.4C identify and use antonyms, synonyms, homographs, and homophones	3.3D identify and explain the meaning of antonyms, synonyms, idioms, and homographs in a text <b>Spanish</b> 3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text
	<b>Creative Language</b>	3.4D identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles)	3.3D identify and explain the meaning of antonyms, synonyms, idioms, and homographs in a text <b>Spanish</b> 3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text
	<b>Dictionary Skills</b>	3.4E alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words	3.3A use print or digital resources to determine meaning, syllabication, and pronunciation

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Word Analysis</b>	<b>Spelling</b>	<p>3.24B spell words with more advanced orthographic patterns and rules</p> <p>3.24C spell high-frequency and compound words from a commonly used list</p> <p>3.24D spell words with common syllable constructions (e.g., closed, open, final stable syllable)</p> <p>3.24E spell single syllable homophones (e.g., bear/bare; week/weak; road/rode)</p> <p>3.24F spell complex contractions (e.g., should've, won't)</p>	<p>3.2C demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling homophones;</p> <p>(iii) spelling compound words, contractions, and abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(v) spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV;</p> <p>(vi) spelling words using knowledge of prefixes; and</p> <p>(vii) spelling words with changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants</p> <p><b>Spanish</b></p> <p>(i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);</p> <p>(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;</p> <p>(iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents;</p> <p>(iv) using accents on words commonly used in questions and exclamations;</p> <p>(v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;</p> <p>(vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;</p> <p>(vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;</p> <p>(viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;</p> <p>(ix) spelling words with hard and soft r;</p> <p>(x) spelling words using n before v; m before b; and m before p; (xi) spelling words with sílabas trabadas; and</p> <p>(xii) spelling the plural form of words ending in z by replacing the z with c before adding -es;</p>

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Grade 4 – Intermediate Reader Levels 400, 450</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	4.6A sequence and summarize the plot's main events and explain their influence on future events	4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	4.6A sequence and summarize the plot's main events and explain their influence on future events	4.8C analyze plot elements, including the rising action, climax, falling action, and resolution
	<b>Character Details</b>	4.6B describe the interaction of characters including their relationships and the changes they undergo	4.8B explain the interactions of the characters and the changes they undergo
	<b>Key Events</b>	4.6A sequence and summarize the plot's main events and explain their influence on future events	4.8C analyze plot elements, including the sequence of events, the problem, and the resolution
	<b>Inferencing</b>	4.6Fig19D make inferences about text and use textual evidence to support understanding	4.6F make inferences and use evidence to support understanding
	<b>Summarizing</b>	4.6Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	4.6G evaluate details read to determine key ideas
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	4.11C describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison	4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
	<b>Key Facts &amp; Details (2)</b>	4.11A summarize the main idea and supporting details in text in ways that maintain meaning	4.9Di recognize characteristics and structures of informational text, including the central idea
	<b>Text Features</b>	4.11D use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information	4.9Dii recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding of the text
	<b>Inferencing</b>	4.11Fig19D make inferences about text and use textual evidence to support understanding	4.6F make inferences and use evidence to support understanding
	<b>Summarizing</b>	4.11Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	4.6G evaluate details read to determine key ideas
<b>Passage Vocabulary</b>	<b>Multiple Meaning Words</b>	4.2B use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words	4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
	<b>Synonym</b>	4.2C complete analogies using knowledge of antonyms and synonyms	4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
	<b>Antonym</b>	4.2C complete analogies using knowledge of antonyms and synonyms	4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
	<b>Context Clues</b>	4.2B use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words	4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
<b>Word Enrichment Vocabulary</b>	<b>Linguistic Roots</b>	4.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	4.3C determine the meaning of words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter <b>Spanish</b> 4.3C identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;
	<b>Context Clues</b>	4.2B use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words	4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
	<b>Synonym/ Antonym</b>	4.2C complete analogies using knowledge of antonyms and synonyms	4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
	<b>Creative Language</b>	4.2D identify the meaning of common idioms	4.3D identify and explain the meaning of homophones such as reign/rain <b>Spanish</b> 4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar
	<b>Dictionary Skills</b>	4.2E use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	4.3A use print or digital resources to determine meaning, syllabication, and pronunciation
<b>Word Analysis</b>	<b>Spelling</b>	4.22A spell words with more advanced orthographic patterns and rules 4.22B spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-); 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to)	4.2B 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; (ii) spelling more difficult homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words with changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants <b>Spanish</b> (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent; (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with diphthongs and hiatus; and (iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Grade 5 – Proficient Reader Levels 500, 550</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	5.6A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	5.6A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	5.8C analyze plot elements, including rising action, climax, falling action, and resolution
	<b>Character Details</b>	5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts	5.8B analyze the relationships of and conflicts among the characters
	<b>Key Events</b>	5.6A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	5.8C analyze plot elements, including rising action, climax, falling action, and resolution
	<b>Inferencing</b>	5.6Fig19D make inferences about text and use textual evidence to support understanding	5.6F make inferences and use evidence to support understanding
	<b>Summarizing</b>	5.6Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	5.6G evaluate details read to determine key ideas
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	5.11C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas	5.9Diii recognize characteristics and structures of informational text, including logical order and order of importance
	<b>Key Facts &amp; Details (2)</b>	5.11B determine the facts in text and verify them through established methods	5.9Di recognize characteristics and structures of informational text, including the central idea
	<b>Text Features</b>	5.11D use multiple text features and graphics to gain an overview of the contents of text and to locate information	5.9Dii recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding of text
	<b>Inferencing</b>	5.11Fig19D make inferences about text and use textual evidence to support understanding	5.6F make inferences and use evidence to support understanding
	<b>Summarizing</b>	5.11Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	5.6G evaluate details read to determine key ideas

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Passage Vocabulary</b>	<b>Multiple Meaning Words</b>	5.2B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
	<b>Synonym</b>	5.2C produce analogies with known antonyms and synonyms;	5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
	<b>Antonym</b>	5.2C produce analogies with known antonyms and synonyms;	5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
	<b>Context Clues</b>	5.2B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
<b>Word Enrichment Vocabulary</b>	<b>Linguistic Roots</b>	5.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	5.3C identify the meaning of words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; <b>Spanish</b> 5.3C identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr
	<b>Context Clues</b>	5.2B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
	<b>Synonym/ Antonym/ Analogies</b>	5.2C produce analogies with known antonyms and synonyms;	5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
	<b>Creative Language</b>	5.2D identify and explain the meaning of common idioms, adages, and other sayings;	5.3D identify and explain the meaning of adages and puns <b>Spanish</b> 5.3D identify, use, and explain the meaning of idioms, adages, and puns
	<b>Dictionary Skills</b>	5.2E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	5.3A use print or digital resources to determine meaning, syllabication, pronunciation, and word origin



Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Word Analysis</b>	<b>Spelling</b>	<p>5.22A spell words with more advanced orthographic patterns and rules</p> <p>5.22B spell words with Greek Roots (e.g., tele, photo, graph, meter); Latin Roots (e.g., spec, scrib, rupt, port, ject, dict); Greek suffixes (e.g., -ology, -phobia, -ism, -ist); Latin derived suffixes (e.g., -able, -ible; -ance, -ence);</p> <p>5.22C differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p>	<p>5.2B demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling consonant changes, including (t) to (sh) such as in select and selection and (k) to (sh) such as music and musician;</p> <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(iv) spelling words using advanced knowledge of syllable division patterns;</p> <p>(v) spelling words using knowledge of prefixes; and</p> <p>(vi) spelling words with changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants</p> <p><b>Spanish</b></p> <p>(i) spelling words with more advanced orthographic patterns and rules;</p> <p>(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;</p> <p>(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;</p> <p>(iv) spelling words with diphthongs and hiatus; and</p> <p>(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Grade 6 – Advanced Reader Levels 600, 650</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	6.6A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction	6.6D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	6.6A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction	6.7C analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback
	<b>Character Details</b>	6.6A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction	6.7B analyze how the characters' internal and external responses develop the plot
	<b>Key Events</b>	6.6A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction	6.7C analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback
	<b>Inferencing</b>	6.6Fig19D make inferences about text and use textual evidence to support understanding	6.5F make inferences and use evidence to support understanding
	<b>Summarizing</b>	6.6Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	6.5G evaluate details read to determine key ideas
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	6.10A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions	6.6D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Key Facts &amp; Details (2)</b>	6.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	6.8Di recognize characteristics and structures of informational text, including the controlling idea or thesis
	<b>Text Features</b>	6.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	6.8Dii recognize characteristics and structures of informational text, including features such as introduction, foreword, preface, references, or acknowledgements to gain background information of the text
	<b>Inferencing</b>	6.10Fig19D make inferences about text and use textual evidence to support understanding	6.5F make inferences and use evidence to support understanding
	<b>Summarizing</b>	6.10Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	6.5G evaluate details read to determine key ideas

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
Passage Vocabulary	Multiple Meaning Words	6.2B use context to determine or clarify the meaning of unfamiliar or multiple meaning words	6.2B use context such as definition, analogy, and examples to clarify the meaning of words
	Synonym	6.2B use context to determine or clarify the meaning of unfamiliar or multiple meaning words	6.2B use context such as definition, analogy, and examples to clarify the meaning of words
	Antonym	6.2B use context to determine or clarify the meaning of unfamiliar or multiple meaning words	6.2B use context such as definition, analogy, and examples to clarify the meaning of words
	Context Clues	6.2B use context to determine or clarify the meaning of unfamiliar or multiple meaning words	6.2B use context such as definition, analogy, and examples to clarify the meaning of words
Word Enrichment Vocabulary	Linguistic Roots	6.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	6.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus <b>Spanish</b> 6.3C determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-
	Context Clues	6.2B use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words	6.2B use context such as definition, analogy, and examples to clarify the meaning of words
	Analogies	6.2C complete analogies that describe part to whole or whole to part	6.2B use context such as definition, analogy, and examples to clarify the meaning of words
	Foreign Phrases	6.2D explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera);	6.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus <b>Spanish</b> 6.3C determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-
	Dictionary Skills	6.2E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts	6.2A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
Word Analysis	Spelling	6.21A differentiate between commonly confused terms (e.g., its, it's; affect, effect)	6.10Dix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too <b>Spanish</b> 6.2B (i) spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate); (ii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and (iii) spelling words with diphthongs and hiatus

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Grade 7 – Principal Reader Levels 700, 750</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	7.6B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	7.6D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	7.6B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	7.7C analyze plot elements, including the use of foreshadowing and suspense, to advance the plot
	<b>Character Details</b>	7.6B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	7.7B analyze how characters' qualities influence events and resolution of the conflict
	<b>Key Events</b>	7.6B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	7.7C analyze plot elements, including the use of foreshadowing and suspense, to advance the plot
	<b>Inferencing</b>	7.6Fig19D make inferences about text and use textual evidence to support understanding	7.5F make inferences and use evidence to support understanding
	<b>Summarizing</b>	7.6Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	7.5G evaluate details read to determine key ideas
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	7.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence	7.6D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Key Facts &amp; Details (2)</b>	7.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence	7.8Di recognize characteristics and structures of informational text, including the controlling idea or thesis
	<b>Text Features</b>	7.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence	7.8Dii recognize characteristics and structures of informational text, including graphic and text features
	<b>Inferencing</b>	7.10Fig19D make inferences about text and use textual evidence to support understanding	7.5F make inferences and use evidence to support understanding

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
	<b>Summarizing</b>	7.10Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	7.5G evaluate details read to determine key ideas
<b>Passage Vocabulary</b>	<b>Multiple Meaning Words</b>	7.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	7.2B use context such as contrast or cause and effect to clarify the meaning of words
	<b>Synonym</b>	7.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	7.2B use context such as contrast or cause and effect to clarify the meaning of words
	<b>Antonym</b>	7.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	7.2B use context such as contrast or cause and effect to clarify the meaning of words
	<b>Context Clues</b>	7.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	7.2B use context such as contrast or cause and effect to clarify the meaning of words
<b>Word Enrichment Vocabulary</b>	<b>Linguistic Roots</b>	7.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	7.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent
	<b>Context Clues</b>	7.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	7.2B use context such as contrast or cause and effect to clarify the meaning of words
	<b>Analogies</b>	7.2C complete analogies that describe part to whole or whole to part	7.2B use context such as contrast or cause and effect to clarify the meaning of words
	<b>Foreign Phrases</b>	7.2D identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis)	7.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent
	<b>Dictionary Skills</b>	7.2E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	7.2A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
<b>Word Analysis</b>	<b>Spelling</b>	7.21 spell correctly, including using various resources to determine and check correct spellings	7.10Dxi correct spelling

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Grade 8 – Dominant Reader Levels 800, 850</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved	8.6D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved	8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development
	<b>Character Details</b>	8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict	8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict
	<b>Key Events</b>	8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved	8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development
	<b>Inferencing</b>	8.6Fig19D make inferences about text and use textual evidence to support understanding	8.5F make inferences and use evidence to support understanding
	<b>Summarizing</b>	8.6Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	8.5G evaluate details read to determine key ideas
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	8.10C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns	8.6D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Key Facts &amp; Details (2)</b>	8.10C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns	8.8Di recognize characteristics and structures of informational text, including the controlling idea or thesis
	<b>Text Features</b>	8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence	8.8Dii recognize characteristics and structures of informational text, including footnotes, endnotes, and citations
	<b>Inferencing</b>	8.10Fig19D make inferences about text and use textual evidence to support understanding	8.5F make inferences and use evidence to support understanding
	<b>Summarizing</b>	8.10Fig19E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	8.5G evaluate details read to determine key ideas

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
Passage Vocabulary	Multiple Meaning Words	8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings	8.2B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words
	Synonym	8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings	8.2B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words
	Antonym	8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings	8.2B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words
	Context Clues	8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings	8.2B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words
Word Enrichment Vocabulary	Linguistic Roots	8.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	8.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc
	Context Clues	8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings	8.2B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words
	Analogies	8.2C complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____)	8.2B use context such as contrast or cause and effect to clarify the meaning of words
	Foreign Phrases	8.2D identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and	8.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc
	Dictionary Skills	8.2E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	8.2A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
Word Analysis	Spelling	8.21A spell correctly, including using various resources to determine and check correct spellings	8.10Dxi correct spelling

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Grade 9 – Strategic Reader Levels 900, 950</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	E1.5C analyze the way in which a work of fiction is shaped by the narrator's point of view	E1.5D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	E1.5A analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development	E1.6C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development
	<b>Character Details</b>	E1.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	E1.6B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils
	<b>Key Events</b>	E1.5A analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development	E1.6C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development
	<b>Inferencing</b>	E1.5Fig19B make complex inferences about text and use textual evidence to support understanding	E1.4F make inferences and use evidence to support understanding
	<b>Summarizing</b>	E1.5A analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development	E1.4G evaluate details read to determine key ideas
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	E1.9A summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion	E1.5D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Key Facts &amp; Details (2)</b>	E1.9A summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion	E1.7Di describe characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion
	<b>Text Features</b>	E1.9C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns	E1.7Dii describe characteristics and structural elements of informational texts such as multiple organizational patterns within a text to develop the thesis
	<b>Inferencing</b>	E1.9Fig19B make complex inferences about text and use textual evidence to support understanding	E1.4F make inferences and use evidence to support understanding
	<b>Summarizing</b>	E1.9A summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion	E1.4G evaluate details read to determine key ideas



Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
Passage Vocabulary	Multiple Meaning Words	E1.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	E1.2B analyze context to distinguish between the denotative and connotative meanings of words
	Synonym	E1.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	E1.2B analyze context to distinguish between the denotative and connotative meanings of words
	Antonym	E1.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	E1.2B analyze context to distinguish between the denotative and connotative meanings of words
	Context Clues	E1.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words	E1.2B analyze context to distinguish between the denotative and connotative meanings of words
Word Enrichment Vocabulary	Linguistic Roots	E1.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	E1.2C determine the meaning of foreign words or phrases used frequently in English such as <i>caveat emptor</i> , <i>carte blanche</i> , <i>tête-à-tête</i> , <i>pas de deux</i> , <i>bon appétit</i> , and <i>quid pro quo</i>
	Context Clues	E1.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words	E1.2B analyze context to distinguish between the denotative and connotative meanings of words
	Analogies	E1.1C produce analogies that describe a function of an object or its description	E1.2B analyze context to distinguish between the denotative and connotative meanings of words
	Foreign Phrases	E1.1D describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i> , <i>carte blanche</i> , <i>tete a tete</i> , <i>pas de deux</i> , <i>bon appetit</i> , <i>quid pro quo</i> )	E1.2C determine the meaning of foreign words or phrases used frequently in English such as <i>caveat emptor</i> , <i>carte blanche</i> , <i>tête-à-tête</i> , <i>pas de deux</i> , <i>bon appétit</i> , and <i>quid pro quo</i>
	Dictionary Skills	E1.1E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology	E1.2A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise meaning of technical or discipline-based vocabulary
Word Analysis	Spelling	E1.19 spell correctly, including using various resources to determine and check correct spellings	E1.10Dviii correct spelling

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Grade 10 – Superior Reader Levels 1000, 1050</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	E2.5Fig19B make complex inferences about text and use textual evidence to support understanding	E2.5D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	E2.5Fig19B make complex inferences about text and use textual evidence to support understanding	E2.6C analyze isolated scenes and their contribution to the success of the plot as a whole
	<b>Character Details</b>	E2.5B analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures	E2.6B analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures
	<b>Key Events</b>	E2.5Fig19B make complex inferences about text and use textual evidence to support understanding	E2.6C analyze isolated scenes and their contribution to the success of the plot as a whole
	<b>Inferencing</b>	E2.5Fig19B make complex inferences about text and use textual evidence to support understanding	E2.4F make inferences and use evidence to support understanding
	<b>Summarizing</b>	E2.5A analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction	E2.4G evaluate details read to determine key ideas
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	E2.9Fig19B make complex inferences about text and use textual evidence to support understanding	E2.5D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Key Facts &amp; Details (2)</b>	E2.9Fig19B make complex inferences about text and use textual evidence to support understanding	E2.7Di describe characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion
	<b>Text Features</b>	E2.9C synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence	E2.7Dii describe characteristics and structural elements of informational texts such as the relationship between organizational design and thesis
	<b>Inferencing</b>	E2.9Fig19B make complex inferences about text and use textual evidence to support understanding	E2.4F make inferences and use evidence to support understanding
	<b>Summarizing</b>	E2.9A summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique	E2.4G evaluate details read to determine key ideas
<b>Passage Vocabulary</b>	<b>Multiple Meaning Words</b>	E2.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts)(e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	E2.2B analyze context to distinguish between denotative and figurative meanings of words

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
	<b>Synonym</b>	E2.1C infer word meaning through the identification and analysis of analogies and other word relationships	E2.2B analyze context to distinguish between denotative and figurative meanings of words
	<b>Antonym</b>	E2.1C infer word meaning through the identification and analysis of analogies and other word relationships	E2.2B analyze context to distinguish between denotative and figurative meanings of words
	<b>Context Clues</b>	E2.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words	E2.2B analyze context to distinguish between denotative and figurative meanings of words
<b>Word Enrichment Vocabulary</b>	<b>Linguistic Roots</b>	E2.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts)(e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	E2.2C determine the meaning of foreign words or phrases used frequently in English such as <i>status quo</i> , <i>déjà vu</i> , <i>avant-garde</i> , and <i>coup d'état</i>
	<b>Context Clues</b>	E2.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words	E2.2B analyze context to distinguish between denotative and figurative meanings of words
	<b>Analogies</b>	E2.1C infer word meaning through the identification and analysis of analogies and other word relationships	E2.2B analyze context to distinguish between denotative and figurative meanings of words
	<b>Foreign Phrases</b>	E2.1D show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d'état)	E2.2C determine the meaning of foreign words or phrases used frequently in English such as <i>status quo</i> , <i>déjà vu</i> , <i>avant-garde</i> , and <i>coup d'état</i>
	<b>Dictionary Skills</b>	E2.1E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology	E2.2A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise meaning of technical or discipline-based vocabulary
<b>Word Analysis</b>	<b>Spelling</b>	E2.19A spell correctly, including using various resources to determine and check correct spellings.	E2.10Dviii correct spelling

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
<b>Grade 11 – Expert Reader Levels 1100, 1150</b>			
<b>Fiction Comprehension</b>	<b>Sequencing</b>	E3.5Fig19B make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	E3.5D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	E3.5Fig19B make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	E3.6C analyze how complex plot structures such as subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction
	<b>Character Details</b>	E3.5B analyze the internal and external development of characters through a range of literary devices	E3.6B analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters
	<b>Key Events</b>	E3.5Fig19B make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	E3.6C analyze how complex plot structures such as subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction
	<b>Inferencing</b>	E3.5Fig19B make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	E3.4F make inferences and use evidence to support understanding
	<b>Summarizing</b>	E3.5A evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction	E3.4G evaluate details read to determine key ideas
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	E3.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion	E3.5D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Key Facts &amp; Details (2)</b>	E3.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion	E3.7Di describe characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, commentary, summary, and conclusion
	<b>Text Features</b>	E3.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns	E3.7Dii describe characteristics and structural elements of informational texts such as the relationship between organizational design and thesis
	<b>Inferencing</b>	E3.9Fig19B make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	E3.4F make inferences and use evidence to support understanding
	<b>Summarizing</b>	E3.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion	E3.4G evaluate details read to determine key ideas

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
Passage Vocabulary	Multiple Meaning Words	E3.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	E3.2B analyze context to draw conclusions about nuanced meanings such as in imagery
	Synonym	E3.1C infer word meaning through the identification and analysis of analogies and other word relationships	E3.2B analyze context to draw conclusions about nuanced meanings such as in imagery
	Antonym	E3.1C infer word meaning through the identification and analysis of analogies and other word relationships	E3.2B analyze context to draw conclusions about nuanced meanings such as in imagery
	Context Clues	E3.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings	E3.2B analyze context to draw conclusions about nuanced meanings such as in imagery
Word Enrichment Vocabulary	Linguistic Roots	E3.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	E3.2C determine the meaning of foreign words or phrases used frequently in English such as <i>ad hoc</i> , <i>faux pas</i> , <i>non sequitur</i> , and <i>modus operandi</i>
	Context Clues	E3.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings	E3.2B analyze context to draw conclusions about nuanced meanings such as in imagery
	Analogies	E3.1C infer word meaning through the identification and analysis of analogies and other word relationships	E3.2B analyze context to draw conclusions about nuanced meanings such as in imagery
	Foreign Phrases	E3.1D recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words	E3.2C determine the meaning of foreign words or phrases used frequently in English such as <i>ad hoc</i> , <i>faux pas</i> , <i>non sequitur</i> , and <i>modus operandi</i>
	Dictionary Skills	E3.1E use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed	E3.2A use print or digital resources to clarify and validate understanding of alternative meanings of advanced vocabulary
Word Analysis	Spelling	E3.19 spell correctly, including using various resources to determine and check correct spellings.	E3.10vii correct spelling

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
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## Grade 12 – Scholar Reader Levels 1200, 1250, 1300

<b>Fiction Comprehension</b>	<b>Sequencing</b>	E4.5Fig19B make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	E4.5D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Recalling Details</b>	E4.5Fig19B make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	E4.6C analyze how complex plot structures such as subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction
	<b>Character Details</b>	E4.5B analyze the internal and external development of characters through a range of literary devices	E4.6B analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters
	<b>Key Events</b>	E4.5Fig19B make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	E4.6C analyze how complex plot structures such as subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction
	<b>Inferencing</b>	E4.5Fig19B make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	E4.4F make inferences and use evidence to support understanding
	<b>Summarizing</b>	E4.5A evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction	E4.4G evaluate details read to determine key ideas
<b>Nonfiction Comprehension</b>	<b>Sequencing</b>	E4.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion	E4.5D paraphrase and summarize texts in ways that maintain meaning and logical order
	<b>Key Facts &amp; Details (2)</b>	E4.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion	E4.7Di describe characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, commentary, summary, and conclusion
	<b>Text Features</b>	E4.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns	E4.7Dii describe characteristics and structural elements of informational texts such as the relationship between organizational design and author's purpose
	<b>Inferencing</b>	E4.9Fig19B make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	E4.4F make inferences and use evidence to support understanding
	<b>Summarizing</b>	E4.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion	E4.4G evaluate details read to determine key ideas

Domain	Skill	TEKS Expectation Pre-2017 Adoption	TEKS Expectation 2017 Adoption
Passage Vocabulary	Multiple Meaning Words	E4.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	E4.2B analyze context to draw conclusions about nuanced meanings such as in imagery
	Synonym	E4.1C infer word meaning through the identification and analysis of analogies and other word relationships	E4.2B analyze context to draw conclusions about nuanced meanings such as in imagery
	Antonym	E4.1C infer word meaning through the identification and analysis of analogies and other word relationships	E4.2B analyze context to draw conclusions about nuanced meanings such as in imagery
	Context Clues	E4.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings	E4.2B analyze context to draw conclusions about nuanced meanings such as in imagery
Word Enrichment Vocabulary	Linguistic Roots	E4.1A E4.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes	E4.2C determine the meaning of foreign words or phrases used frequently in English such as <i>ad nauseum</i> , <i>in loco parentis</i> , <i>laissez-faire</i> , and <i>bona fide</i>
	Context Clues	E4.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings	E4.2B analyze context to draw conclusions about nuanced meanings such as in imagery
	Analogies	E4.1C infer word meaning through the identification and analysis of analogies and other word relationships	E4.2B analyze context to draw conclusions about nuanced meanings such as in imagery
	Foreign Phrases	E4.1D recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words	E4.2C determine the meaning of foreign words or phrases used frequently in English such as <i>ad nauseum</i> , <i>in loco parentis</i> , <i>laissez-faire</i> , and <i>bona fide</i>
	Dictionary Skills	E4.1E use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed	E4.2A use print or digital resources to clarify and validate understanding of alternative meanings of advanced vocabulary
Word Analysis	Spelling	E4.19 spell correctly, including using various resources to determine and check correct spellings.	E4.10vii correct spelling