

2020

Reading and Writing –
Who Grew My Soup
Curriculum Alignment
Grades 2-5

Second Grade Concepts Addressed Reading and Writing TEKS

- 1C) share information and ideas that focus on the topic under discussion
- 1D) work collaboratively with others
- 1E) develop social communication
- 2A)i) produce a series of rhyming words
- 2A)ii) distinguishing between long and short vowel sounds
- 3B) *use context to determine meaning of words*
- 3D) use synonyms and antonyms
- 4) listening, speaking, reading, writing, and thinking – fluency
- 6A) establish purpose for reading assigned texts
- 6B) generate questions about text before, during and after reading
- 6E) make connections to personal experiences
- 6F) make inferences and draw conclusions
- 6G) evaluate details read to determine key ideas
- 7A) describe personal connections to various sources
- 7D) retell and paraphrase text to maintain meaning and logical order
- 8A) discuss topics and determine theme from text evidence and adult assistance
- 8B) describe the main character's internal and external traits
- 8C) describe and understand plot elements
- 9D) recognize characteristics of informational text
- 10A) author's purpose
- 10C) words, images, graphics achieve specific purposes
- 12C) compose correspondence such as thank you notes or letters
- 13A) generate questions for formal or informal inquiry with adult assistance

Readiness Standard

Third Grade Concepts Addressed Reading and Writing TEKS

- 1A) listen actively, ask relevant questions and make comments
- 1C) speak coherently about the topic under discussion
- 1D) work collaboratively with others
- 1E) develop social communication
- 2A) demonstrate phonological knowledge through decoding (contractions)
- 3B) *use context to determine meaning of words*
- 3D) antonyms, synonyms, homographs, homophones
- 4) listening, speaking, reading, writing, and thinking – fluency
- 6A) establish purpose for reading
- 6B) generate questions about text before, during, and after reading
- 6F) make inferences and use evidence to support understanding
- 6G) evaluate details read to determine key ideas
- 7A) describe personal connections to a variety of sources
- 7D) retell and paraphrase texts in ways that maintain meaning and logical order
- 8C) analyze plot elements
- 9D) recognize characteristics of informational text
- 10A) *author's purpose and message in text*
- 10C) *use of print and graphic features for specific purpose*
- 12D) *compose correspondence such as thank you notes or letters*
- 13A) *generate questions for formal and informal inquiry*
- 13E) *demonstrate understanding of information gathered*

Readiness Standard

Fourth Grade Concepts Addressed Reading and Writing TEKS



- 1A) listen actively, ask relevant questions
- 1B) follow, restate, and give oral instructions
- 1D) work collaboratively with others
- 2A) demonstrate and apply phonetic knowledge
- 2B) demonstrate and apply spelling knowledge
- 3B) use context to determine meaning
- 3D) identify, use, and explain homophones
- 4) listening, speaking, reading, Writing, and thinking – fluency
- 6A) establish purpose for reading assigned texts
- 6B) generate questions about text before, during, and after reading
- 6E) make connections to personal experiences, ideas in other texts, and society
- 6F) make inferences and use evidence to support understanding

- 6G) evaluate details read to determine key ideas
- 6H) *synthesize information to create new understanding*
- 7A) *describe personal connections to a variety of sources*
- 7B) *write responses that demonstrate understanding of texts, including comparing and contrasting*
- 7C) *use text evidence to support an appropriate response*
- 8B) *explain the interactions of the characters and the changes they undergo*
- 9D) *recognize characteristics and structures of informational text*
- 10A) *explain the author's purpose and message*
- 10C) *analyze print and graphic features to achieve purpose*
- 10D) *describe how use of literary elements achieve purpose*
- 12B) *compose informational texts to convey information about a topic*
- 13A) *generate questions on a topic for formal or informal inquiry*
- 13E) *demonstrate understanding of information gathered*

Readiness Standard

Fifth Grade Concepts Addressed Reading and Writing TEKS

- 1A) listen actively, ask relevant questions
- 1B) follow, restate, and give oral instructions
- 1C) give an organized presentation
- 1D) work collaboratively with others
- 2A) demonstrate and apply phonetic knowledge
- 2B) demonstrate and apply spelling knowledge
- 3B) use context to determine meaning
- 4) listening, speaking, reading, Writing, and thinking – fluency
- 6A) establish purpose for reading assigned texts
- 6B) generate questions about text before, during, and after reading
- 6E) make connections to personal experiences, ideas in other texts, and society
- 6F) make inferences and use evidence to support understanding

- 6G) evaluate details read to determine key ideas
- 6H) *synthesize information to create new understanding*
- 7A) *describe personal connections to a variety of sources*
- 7B) *write responses that demonstrate understanding of texts, including comparing and contrasting*
- 7C) *use text evidence to support an appropriate response*
- 9D) *recognize characteristics and structures of informational text*
- 10A) *explain the author's purpose and message*
- 10C) *analyze print and graphic features to achieve purpose*
- 10D) *describe how use of literary elements achieve purpose*
- 12B) *compose informational texts to convey information about a topic*
- 13A) *generate questions on a topic for formal or informal inquiry*
- 13E) *demonstrate understanding of information gathered*

Readiness Standard