

Correlation to the Revised Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills	Measuring Up® Lessons	Measuring Up® Lessons include these Supported Skills:
TEKS 2.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to		
distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).	1	Writing; Listening and Speaking; Teamwork
TEKS 2.2 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		
(A) Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:		
(i) single letters (consonants and vowels).	2	Writing; Media Literacy
(ii) consonant blends (e.g., thr, spl).	2	Writing; Media Literacy
(iii) consonant digraphs (e.g., ng, ck, ph).	2	Writing; Media Literacy
(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou).	2	Writing; Media Literacy
(B) use common syllabication patterns to decode words including:		
(i) closed syllable (CVC) (e.g., pic-nic, mon-ster).	3	Listening and Speaking; Teamwork
(ii) open syllable (CV) (e.g., ti-ger).	3	Listening and Speaking; Teamwork
(iii) final stable syllable (e.g., sta-tion, tum-ble).	3	Listening and Speaking; Teamwork
(iv) vowel-consonant-silent “e” words (VCe) (e.g., in-vite, cape).	3	Listening and Speaking; Teamwork
(v) r-controlled vowels (e.g., per-fect, cor-ner).	3	Listening and Speaking; Teamwork
(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal).	3	Listening and Speaking; Teamwork
(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant).	4	Writing; Listening and Speaking
(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful).	9	Listening and Speaking; Teamwork
(E) identify and read abbreviations (e.g., Mr., Ave.).	5	Writing; Media Literacy
(F) identify and read contractions (e.g., haven’t, it’s).	5	Writing; Media Literacy
(G) identify and read at least 300 high-frequency words from a commonly used list.	2	Writing; Media Literacy
(H) monitor accuracy of decoding.	2, 3, 4, 5	Writing; Media Literacy; Listening and Speaking; Teamwork
TEKS 2.3 Readings/Beginning Readings/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:		
(A) use ideas (e.g., illustrations, titles topic sentences, key words, and foreshadowing) to make and confirm predictions.	6	Writing; Listening and Speaking; Teamwork
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	7	Writing; Listening and Speaking; Media Literacy

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(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	8	Writing; Research; Listening and Speaking; Teamwork
TEKS 2.5 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow).	9	Listening and Speaking; Teamwork
(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	10	Writing; Listening and Speaking; Teamwork
(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning.	11	Listening and Speaking; Teamwork
(D) alphabetize a series of words and use a dictionary or a glossary to find words.	12	Writing; Research; Listening and Speaking; Teamwork
TEKS 2.6 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:		
(A) identify moral lessons as themes in well-known fables, legends, myths, or stories.	15	Listening and Speaking
(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	16	Listening and Speaking; Media Literacy
TEKS 2.7 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understandings. Students are expected to		
describe how rhyme, rhythm, and repetition interact to create images in poetry.	17	Listening and Speaking; Media Literacy
TEKS 2.8 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understandings. Students are expected to		
identify the elements of dialogue and use them in informal plays.	18	Listening and Speaking; Teamwork
TEKS 2.9 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		
(A) describe similarities and differences in the plots and settings of several works by the same author.	13	Listening and Speaking; Teamwork
(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	14	Writing; Listening and Speaking; Media Literacy
TEKS 2.10 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understandings. Students are expected to		
distinguish between fiction and nonfiction.	13, 20	Listening and Speaking; Teamwork; Media Literacy

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TEKS 2.11 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understandings. Students are expected to		
recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	19	Writing; Research; Listening and Speaking; Teamwork
TEKS 2.13 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understandings. Students are expected to		
identify the topic and explain the author’s purpose in writing the text.	20	Listening and Speaking; Media Literacy
TEKS 2.14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:		
(A) identify the main idea in a text and distinguish it from the topic.	20	Listening and Speaking; Media Literacy
(B) locate the facts that are clearly stated in a text.	22	Writing; Research; Listening and Speaking; Teamwork
(C) describe the order of events or ideas in a text.	21	Writing; Listening and Speaking; Media Literacy
(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.	22	Writing; Research; Listening and Speaking; Teamwork
TEKS 2.15 Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:		
(A) follow written multi-step directions.	23	Listening and Speaking; Media Literacy
(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	23	Listening and Speaking; Media Literacy
Figure 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:		
(A) establish purposes for reading selected texts based upon content to enhance comprehension.	8	Writing; Research; Listening and Speaking; Teamwork
(B) ask literal questions of text.	7	Writing; Listening and Speaking; Media Literacy
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).	8	Writing; Research; Listening and Speaking; Teamwork
(D) make inferences about text using textual evidence to support understanding.	13, 14, 15, 17, 18, 19, 20, 21	Writing; Research; Listening and Speaking; Teamwork; Media Literacy
(E) retell important events in stories in logical order.	13, 21	Writing; Listening and Speaking; Teamwork; Media Literacy
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	13, 15, 16, 20	Listening and Speaking; Teamwork; Media Literacy