



Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

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| Reporting Category 3 | Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts. |
| Knowledge and Skills Statement 3.13 | Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. |
| Essence Statement | Identifies the main idea and supporting details in informational texts. |
| Item 9 Prerequisite Skill | use information learned from books by describing, relating, categorizing, or comparing and contrasting (P-K) |
| Item 10 Prerequisite Skill | show understanding by following two-step oral directions and usually follow three-step directions (P-K) |
| Item 11 Prerequisite Skill | retell important facts in a text, heard or read (K) |
| Item 12 Prerequisite Skill | restate the main idea, heard or read (1) |

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| Reportooksook56t.y 2 | Understanding and Analysis of Litera.y Texts: The student will demonstrate an ability to understand and analyze litera.y texts. |
| Knowledge and Skills Statement 3.6 | Students understand, make inferences, and draw conclusions about the structure and elements of poet.y and provide evidence from text to support their understanding. |
| Essence Statement | Identifies the structure and elements of poet.y. |
| Item 13 Prerequisite Skill | produce a word that rhymes with a given word (P-K) |
| Item 14 Prerequisite Skill | produce a word that rhymes with a given word (P-K) |
| Item 15 Prerequisite Skill | respond to rhythm and rhyme in poet.y through identifying a regular beat and similarities in word sounds (K) |
| Item 16 Prerequisite Skill | respond to and use rhythm, rhyme, and alliteration in poet.y (1) |

READING

Presentation Instructions for Question 1

Present Stimulus 1.

Direct

Presentation Instructions for Question 2

Present Stimulus 2a and 2b.

Direct the student to the sentence in Stimulus 2a. Communicate the text, emphasizing the underlined word.

Direct the student to each answer choice in Stimulus 2b. Communicate: These children jump rope. These children tug on the rope.

Communicate: Find the children who tug on the rope.

Stimulus 2a

The children tug on the rope.

Presentation Instructions for Question 4

Present Stimulus 4a and 4b.

Direct the student to the word and the definition in Stimulus 4a. Communicate: "Perch" means to rest in a high place.

Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.

Communicate: Find the sentence that uses the word "perch" correctly.

Stimulus 4a

perch—to rest in a high place

Stimulus 4b

The birds
perch in
the sky.

The birds
perch on
the
sidewalk.

The birds
perch in
the tree.

Presentation Instructions for Question 6

Present

Presentation Instructions for Question 7

Present Stimulus 7a and 7b. Communicate: These are the first four steps for making a piggy bank.

Direct the student to Stimulus 7a. Communicate the title and the text.

Direct the student to each answer choice in Stimulus 7b.

Communicate: Find what shows how to make the pig's tail.

Stimulus 7a



2.  Cut two paper triangles for ears.

| Student Action | | Test Administrator Action |
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| <p>If the student does not find the pipe cleaner wrapped around the pencil,</p> | | <p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify what the pig's tail is made of. OR • Have the student find the step in the directions about how to make the tail. OR • Highlight the materials used in each step. <p>Replicate the initial presentation instructions.</p> |
| <p>After the selected teacher assistance, if the student does not find the pipe cleaner wrapped around the pencil,</p> | | <p>mark C for question 7 and move to question 8.</p> |

Stimulus 8b

Presentation Instructions for Question 9

Present Stimulus 9.

Direct the student to Stimulus 9. Communicate the title and the text.

Direct the student to the horse-drawn wagon. Communicate: These are the horses that pulled a wagon to a fire.

Direct the student to the firehouse. Communicate: This is an old firehouse.

Communicate: Find the firehouse.

Stimulus 9

Fire

by



Presentation Instructions for Question 10

- ▶ Stimulus 10a and 10b.
- ▶ The student to Stimulus 10a. ▶ The title and the text.
- ▶ The student to each answer choice in Stimulus 10b.
- ▶ Find the horse-drawn fire wagon.

Stimulus 10a

Fire
Wagon



- ▶
- ▶
- ▶
- ▶

Stimulus 10b



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Presentation Instructions for Question 11

Present Stimulus 11a and 11b. Communicate: Here is more of the article "The History of the Firehouse."

Direct the student to Stimulus 11a. Communicate the text.

Direct the student to each answer choice in Stimulus 11b. Communicate the text in each answer choice.

Communicate: Find where the firefighters slept in the firehouse.

Stimulus 11a

Firefighters and horses lived together in the first firehouses so that they could be ready for a fire. Horses lived on the first floor of the firehouse. Firefighters lived and slept on the second floor. Firefighters ate in the kitchen and slept in the bedrooms. Fireplaces kept the firefighters warm on cold nights.

Stimulus 11b

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| Student Action | | Test Administrator Action |
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| <p>If the student does not find “on the second floor,”</p> | | <p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify what happened on each floor in the firehouse. OR • Highlight each answer choice where it is found in Stimulus 11a. <p>Replicate the initial presentation instructions.</p> |
| <p>After the selected teacher assistance, if the student does not find “on the second floor,”</p> | | <p>mark C for question 11 and move to question 12.</p> |

Presentation Instructions for Question 13

Present Stimulus 13. Communicate: This is a poem about rain.

Direct the student to Stimulus 13. Communicate the title, the poet's name, and the text.

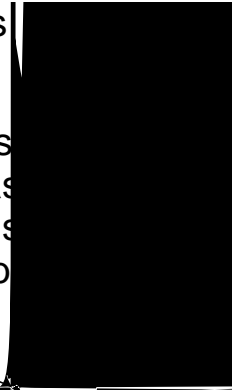
Communicate: Find what "tickles your face."

Stimulus 13

Rain Sizes

by John Ciardi

Rain comes in various sizes
Some rain is as small as
It tickles your face with
And tingles as if you'd b



Presentation Instructions for Question 14

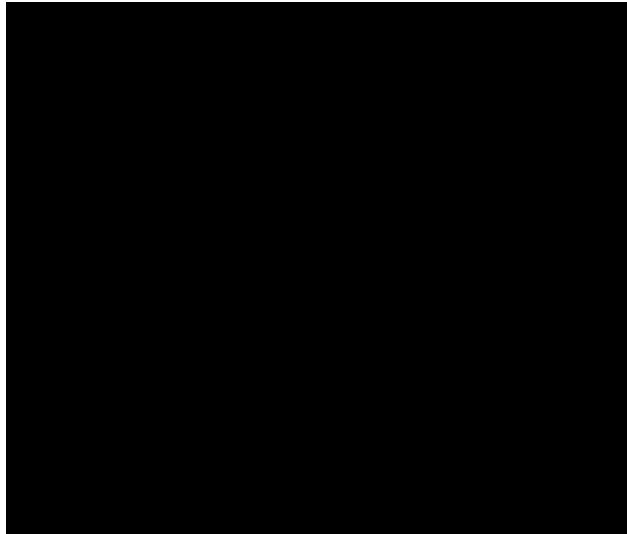
Present Stimulus 14a and 14b. Communicate: Here is the same part from the poem “Rain Sizes.”

Direct the student to the text in Stimulus 14a. Communicate the text, emphasizing the underlined words.

Direct the student to each answer choice in Stimulus 14b. Communicate the text in each answer choice.

Communicate: Find the word that rhymes with “mist.”

Stimulus 14a



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Presentation Instructions for Question 15

Present Stimulus 15a and 15b. Communicate: Here is more of the poem “Rain Sizes.”

Direct the student to the empty box in Stimulus 15a. Communicate: A rhyming word is missing from the poem.

Direct the student to the text in Stimulus 15a. Communicate the text in the poem, emphasizing the underlined word.

Direct the student to each answer choice in Stimulus 15b. Communicate the text in each answer choice.

Communicate: Find the word that belongs in the empty box and rhymes with “sprinkle.”

Stimulus 15a

Some rain is the size of a sprinkle
And doesn't put out all the sun.
You can see the drops sparkle
and ,

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Presentation Instructions for Question 16

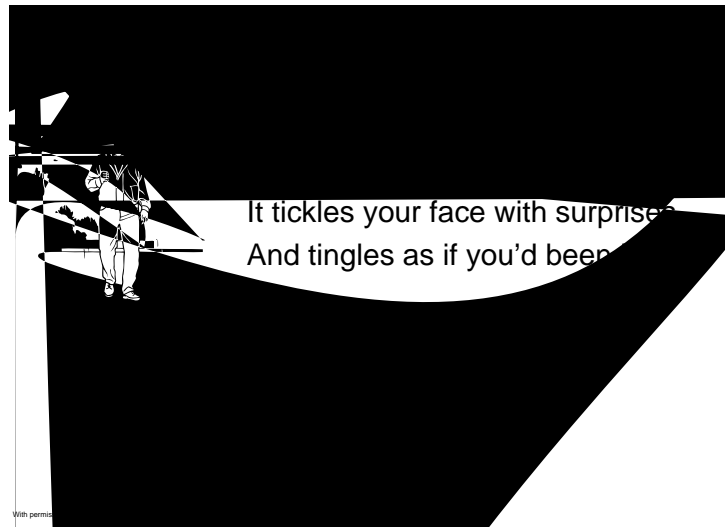
Present Stimulus 16a and 16b. Communicate: Here is more of the poem “Rain Sizes.”

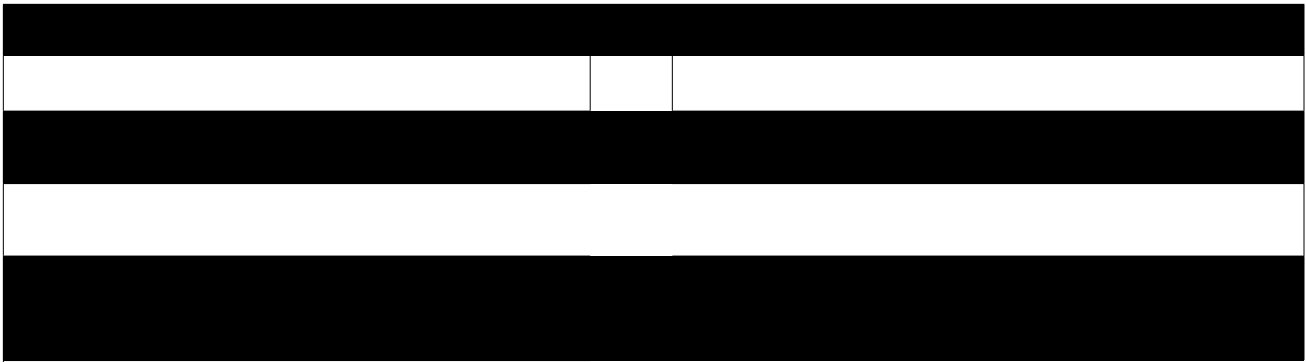
Direct the student to both stanzas of the poem in Stimulus 16a. Communicate the text.

Direct the student to each answer choice in Stimulus 16b. Communicate the text in each answer choice.

Communicate: Find the sentence that tells what happens when the rain stops.

Stimulus 16a





Presentation Instructions for Question 17

Present Stimulus 17.

Direct the student to Stimulus 17.

Presentation Instructions for Question 18

Present Stimulus 18a and 18b.

Direct the student to Stimulus 18a. Communicate the text.

Direct the student to each answer choice in Stimulus 18b.

Communicate: Find Jimmy with a first-place ribbon.

Stimulus 18a

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Presentation Instructions for Question 19

| Student Action | | Test Administrator Action |
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| <p>If the student does not find “Jimmy used a hose to water the pumpkin plants” in Stimulus 19b,</p> | | <p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify what Jimmy did to make his pumpkin grow. OR • Have the student retell the story. <p>Replicate the initial presentation instructions.</p> |
| <p>After the selected teacher assistance, if the student does not find “Jimmy used a hose to water the pumpkin plants” in Stimulus 19b,</p> | | <p>mark C for question 19 and move to question 20.</p> |

Presentation Instructions for Question 20

Present Stimulus 20a and 20b. Communicate: Here is more of the story "The Big Pumpkin."

Direct the student to Stimulus 20a. Communicate the text.

Direct the student to each answer choice in Stimulus 20b. Communicate the text in each answer choice.

Communicate: Find what caused Jimmy's pumpkin to become a big orange mess.

Stimulus 20a

At the fair Jimmy wanted the judges to see his pumpkin first. Jimmy put his giant pumpkin in a grassy spot on the top of a hill. Jimmy's dad said, "I hope your pumpkin doesn't roll down the hill." Then Jimmy and his dad walked around the fair to see the other pumpkins in the contest.

When they got back, Jimmy's pumpkin was gone. A big orange mess covered the grass at the bottom of the hill.

Jimmy ran down the hill and picked up a shiny bit of his first-place ribbon from the mess. Jimmy's pumpkin had won a prize!



Student

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