



lead4ward

# STAAR

Readiness Standards  
A Vertical Look K-8

Fall 2010



Source | Texas Education Agency  
<http://www.tea.state.tx.us/student.assessment/staar/>

Additional resource and support materials for STAAR may be found at  
<http://lead4ward.com/resources/>

Reporting Category	Kindergarten Aligned Standards	Grade 1 Aligned Standards	Grade 2 Aligned Standards	Grade 3
Understanding Across Genres	<p>K. 5.A identify and use words that name actions, directions, positions, sequences, and locations;</p> <p>K. 5.B recognize that compound words are made up of shorter words;</p>	<p>1. 3.A decode words in context and in isolation by applying common letter-sound correspondences</p>	<p>2. 5.A use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);</p> <p>2. 5.B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p>3.4.A 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;</p> <p>3. 4.B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;</p>
Comprehension and Analysis of Literary Text	<p>K. 8.A retell a main event from a story read aloud;</p> <p>K. 8.B describe characters in a story and the reasons for their actions.</p> <p>Fig 19D make inferences based on the cover, title, illustrations, and plot;</p> <p>Fig 19E retell or act out important events in stories; and</p>	<p>1. 9.A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;</p> <p>1. 9.B describe characters in a story and the reasons for their actions and feelings.</p> <p>Fig 19D make inferences about text and use textual evidence to support understanding;</p> <p>Fig 19E retell or act out important events in stories in logical order; and</p>	<p>2. 9.A describe similarities and differences in the plots and settings of several works by the same author;</p> <p>2. 9.B describe main characters in works of fiction, including their traits, motivations, and feelings.</p> <p>fig 19D make inferences about text using textual evidence to support understanding;</p> <p>Fig 19E retell important events in stories in logical order; and</p>	<p>3. 8.A sequence and summarize the plot's main events and explain their influence on future events;</p> <p>3. 8.B describe the interaction of characters including their relationships and the changes they undergo;</p> <p>fig 19D make inferences about text and use textual evidence to support understanding; (fiction)</p> <p>fig 19E summarize information in text, maintaining meaning and logical order; and (fiction)</p>

NOTE: The K-2 aligned standards are linked to the grade three readiness standards in concept and content. They may or may not reflect the readiness standards for those grade levels. This analysis for K-2 is provided by lead4ward and does not reflect the publications of the TEA.

Reporting Category		Kindergarten Aligned Standards	Grade 1 Aligned Standards	Grade 2 Aligned Standards	Grade 3
Comprehension and Analysis of Informational Text		<p>K. 10.A identify the topic and details in expository text heard or read, referring to the words and/or illustrations;</p> <p>K. 10.B retell important facts in a text, heard or read;</p> <p>K. 10.C discuss the ways authors group information in text;</p> <p>K. 10.D use titles and illustrations to make predictions about text.</p> <p>Fig 19D make inferences based on the cover, title, illustrations, and plot;</p>	<p>1. 14.A restate the main idea, heard or read;</p> <p>1. 14.B identify important facts or details in text, heard or read;</p> <p>1. 14.C retell the order of events in a text by referring to the words and/or illustrations;</p> <p>1. 14.D use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.</p> <p>Fig 19D make inferences about text and use textual evidence to support understanding;</p>	<p>2. 14.A identify the main idea in a text and distinguish it from the topic;</p> <p>2. 14.B locate the facts that are clearly stated in a text;</p> <p>2. 14.C describe the order of events or ideas in a text;</p> <p>2.14.D use text features (e.g., table of contents, index, headings) to locate specific information in text.</p> <p>Fig 19D make inferences about text using textual evidence to support understanding;</p>	<p>3. 13.A identify the details or facts that support the main idea;</p> <p>3. 13.B draw conclusions from the facts presented in text and support those assertions with textual evidence;</p> <p>3. 13.C identify explicit cause and effect relationships among ideas in texts;</p> <p>3. 13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</p> <p>fig 19D make inferences about text and use textual evidence to support understanding;</p>
	Genres Assessed	Literary	Fiction Literary Nonfiction Poetry Drama Media Literacy		
	Informational	Expository Procedural Media Literacy			Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded)

NOTE: The K-2 aligned standards are linked to the grade three readiness standards in concept and content. They may or may not reflect the readiness standards for those grade levels. This analysis for K-2 is provided by lead4ward and does not reflect the publications of the TEA.

Reporting Category	Grade 3	Grade 4	Grade 5	Grade 6
Understanding Across Genres	<p>3.4.A 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;</p> <p>3. 4.B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;</p>	<p>4. 2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>4. 2.B use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>4. 2.E use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> <p>fig 19F make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide</p>	<p>5. 2.A the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>5. 2.B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>5. 2.E 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.</p> <p>fig 19F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>	<p>6. 2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>6. 2.B 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;</p> <p>6. 2.E 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.</p> <p>fig 19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.</p>
Comprehension and Analysis of Literary Text	<p>3. 8.A sequence and summarize the plot's main events and explain their influence on future events;</p> <p>3. 8.B describe the interaction of characters including their relationships and the changes they undergo;</p> <p>fig 19D make inferences about text and use textual evidence to support understanding; (fiction)</p> <p>fig 19E summarize information in text, maintaining meaning and logical order; and (fiction)</p>	<p>4. 6.A sequence and summarize the plot's main events and explain their influence on future events;</p> <p>4. 6.B describe the interaction of characters including their relationships and the changes they undergo;</p> <p>fig 19D make inferences about text and use textual evidence to support understanding; (fiction)</p> <p>fig 19E summarize information in text, maintaining meaning and logical order; (fiction)</p>	<p>5. 6.A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>5. 6.B explain the roles and functions of characters in various plots, including their relationships and conflicts;</p> <p>5.8.A evaluate the impact of sensory details, imagery, and figurative language in literary text.</p> <p>fig 19D make inferences about text and use textual evidence to support understanding; (fiction)</p> <p>fig 19E summarize information in text, maintaining meaning and logical order; (fiction)</p>	<p>6. 6.A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;</p> <p>6.8.A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.</p> <p>fig 19.D make inferences about text and use textual evidence to support understanding; (Fiction)</p> <p>fig 19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (Fiction)</p>

Reporting Category		Grade 3	Grade 4	Grade 5	Grade 6
Comprehension and Analysis of Informational Text		<p>3. 13.A identify the details or facts that support the main idea;</p> <p>3. 13.B draw conclusions from the facts presented in text and support those assertions with textual evidence;</p> <p>3. 13.C identify explicit cause and effect relationships among ideas in texts;</p> <p>3. 13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</p> <p>fig 19D make inferences about text and use textual evidence to support understanding;</p>	<p>4. 11.A summarize the main idea and supporting details in text in ways that maintain meaning;</p> <p>4. 11.C describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;</p> <p>4. 11.D 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.</p> <p>fig 19D make inferences about text and use textual evidence to support understanding;</p> <p>fig 19E summarize information in text, maintaining meaning and logical order; and</p>	<p>5. 11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p> <p>5. 11.C 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;</p> <p>5. 11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</p> <p>5. 11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p> <p>fig 19D make inferences about text and use textual evidence to support understanding; (expository)</p> <p>fig 19E summarize information in text, maintaining meaning and logical order; and expository)</p>	<p>6. 10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;</p> <p>6. 10.C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint;</p> <p>6. 10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p> <p>fig 19.D make inferences about text and use textual evidence to support understanding; (Expository)</p>
		Genres Assessed		<p>Fiction (Readiness)</p> <p>Literary Nonfiction (Supporting)</p> <p>Poetry (Supporting)</p> <p>Drama (Ineligible)</p> <p>Media Literacy (Embedded)</p>	<p>Fiction (Readiness)</p> <p>Literary Nonfiction (Supporting)</p> <p>Poetry (Supporting)</p> <p>Drama (Supporting)</p> <p>Media Literacy (Embedded)</p>
		<p>Expository (Readiness)</p> <p>Persuasive (Ineligible)</p> <p>Procedural (Embedded)</p> <p>Media Literacy (Embedded)</p>	<p>Expository (Readiness)</p> <p>Persuasive (Ineligible)</p> <p>Procedural (Embedded)</p> <p>Media Literacy (Embedded)</p>	<p>Expository (Readiness)</p> <p>Persuasive (Supporting)</p> <p>Procedural (Embedded)</p> <p>Media Literacy (Embedded)</p>	<p>Expository (Readiness)</p> <p>Persuasive (Supporting)</p> <p>Procedural (Embedded)</p> <p>Media Literacy (Embedded)</p>

Reporting Category	Grade 5	Grade 6	Grade 7	Grade 8
Understanding Across Genres	<p>5. 2.A the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>5. 2.B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>5. 2.E 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.</p> <p>fig 19F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>	<p>6. 2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>6. 2.B 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;</p> <p>6. 2.E 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.</p> <p>fig 19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.</p>	<p>7. 2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>7. 2.B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;</p> <p>7. 2.E 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.</p> <p>fig 19.F make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p>	<p>8. 2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>8. 2.B 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;</p> <p>8. 2.E 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.</p> <p>fig 19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence</p>
Comprehension and Analysis of Literary Text	<p>5. 6.A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>5. 6.B explain the roles and functions of characters in various plots, including their relationships and conflicts;</p> <p>5.8.A evaluate the impact of sensory details, imagery, and figurative language in literary text.</p> <p>fig 19D make inferences about text and use textual evidence to support understanding; (fiction)</p> <p>fig 19E summarize information in text, maintaining meaning and logical order; (fiction)</p>	<p>6. 6.A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;</p> <p>6.8.A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.</p> <p>fig 19.D make inferences about text and use textual evidence to support understanding; (Fiction)</p> <p>fig 19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (Fiction)</p>	<p>7. 6.A explain the influence of the setting on plot development;</p> <p>7. 6.B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;</p> <p>7.8.A determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood</p> <p>fig 19.D make complex inferences about text and use textual evidence to support understanding; (fiction)</p> <p>fig 19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (fiction)</p>	<p>8. 6.A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;</p> <p>8. 6.B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and</p> <p>fig 19D make complex inferences about text and use textual evidence to support understanding; (fiction)</p> <p>fig 19E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (fiction)</p>

Reporting Category		Grade 5	Grade 6	Grade 7	Grade 8
Comprehension and Analysis of Informational Text		<p>5. 11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p> <p>5. 11.C 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;</p> <p>5. 11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</p> <p>5. 11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p> <p>fig 19D make inferences about text and use textual evidence to support understanding; (expository)</p> <p>fig 19E summarize information in text, maintaining meaning and logical order; and expository)</p>	<p>6. 10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;</p> <p>6. 10.C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint;</p> <p>6. 10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p> <p>fig 19.D make inferences about text and use textual evidence to support understanding; (Expository)</p>	<p>7. 10.A evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;</p> <p>7. 10.C use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text;</p> <p>7. 10.D 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.</p> <p>fig 19.D make complex inferences about text and use textual evidence to support understanding; (expository)</p> <p>fig 19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (expository)</p>	<p>8. 10.A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;</p> <p>8. 10.C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns;</p> <p>8. 10.D 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.</p> <p>fig 19D make complex inferences about text and use textual evidence to support understanding; (expository)</p> <p>fig 19E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (expository)</p>
	Genres Assessed	<p>Literary</p> <p>Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Supporting) Media Literacy (Embedded)</p> <p>Informational</p> <p>Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded)</p>	<p>Literary</p> <p>Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Supporting) Media Literacy (Embedded)</p> <p>Informational</p> <p>Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded)</p>	<p>Literary</p> <p>Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Supporting) Media Literacy (Embedded)</p> <p>Informational</p> <p>Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded)</p>	<p>Literary</p> <p>Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Supporting) Media Literacy (Embedded)</p> <p>Informational</p> <p>Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded)</p>

Reporting Category	Grade 1 Aligned Standards	Grade 2 Aligned Standards	Grade 3 Aligned Standards	Grade 4
Composition	<p>1. 17.B develop drafts by sequencing ideas through writing sentences</p> <p>1. 17.C revise drafts by adding or deleting a word, phrase, or sentence</p> <p>1. 17.D edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p>1. 18 write literary texts to express their ideas and feelings about real or imagined people, events, and ideas</p> <p>1. 19 write expository [and procedural or work-related texts] to communicate ideas and information to specific audiences for specific purposes</p>	<p>2. 17.B develop drafts by sequencing ideas through writing sentences</p> <p>2. 17.C revise drafts by adding or deleting words, phrases, or sentences</p> <p>2. 17.D edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p>2. 18 write literary texts to express their ideas and feelings about real or imagined people, events, and ideas</p> <p>2. 19 write expository [and procedural or work-related texts] to communicate ideas and information to specific audiences for specific purposes</p>	<p>3. 17.B develop drafts by categorizing ideas and organizing them into paragraphs</p> <p>3. 17.C revise drafts for coherence, organization, use of simple and compound sentences, and audience</p> <p>3. 17.D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>3. 19 write about important personal experiences.</p> <p>3. 20 write expository [and procedural or work-related texts] to communicate ideas and information to specific audiences for specific purposes</p>	<p>4. 15.B develop drafts by categorizing ideas and organizing them into paragraphs</p> <p>4. 15.C revise drafts for coherence, organization, use of simple and compound sentences, and audience</p> <p>4. 15.D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>4. 17.A write about important personal experiences</p> <p>4. 18.A write expository [and procedural or work-related texts] to communicate ideas and information to specific audiences for specific purposes</p>
Revision	<p>1. 17.C revise drafts by adding or deleting a word, phrase, or sentence</p>	<p>2. 17.C revise drafts by adding or deleting words, phrases, or sentences</p>	<p>3. 17.C revise drafts for coherence, organization, use of simple and compound sentences, and audience</p>	<p>4. 15.C revise drafts for coherence, organization, use of simple and compound sentences, and audience</p>
Editing	<p>1. 17.D edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p>1. 20.B speak in complete sentences with correct subject-verb agreement</p> <p>1. 20.C ask questions with appropriate subject-verb inversion</p> <p>1. 21.B recognize and use basic capitalization (see TEKS)</p> <p>1. 21.C recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences</p>	<p>2. 17.D edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p>2. 21.B use complete sentences with correct subject-verb agreement</p> <p>2. 22.B use capitalization (see TEKS)</p> <p>2. 22.C recognize and use punctuation marks</p> <p>2. 23.A use phonological knowledge to match sounds to letters to construct unknown words</p> <p>2. 23.B spell words with common orthographic patterns and rules:</p>	<p>3. 17.D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>3. 22.B use the complete subject and the complete predicate in a sentence</p> <p>3. 22.C use complete simple and compound sentences with correct subject-verb agreement.</p> <p>3. 23.B use capitalization (see TEKS)</p> <p>3. 23.C recognize and use punctuation marks</p> <p>3. 24.B spell words with more advanced orthographic patterns and rules</p>	<p>4. 15.D drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>4. 20.A use and understand the function of the parts of speech in the context of reading, writing, and speaking</p> <p>4. 20.B use the complete subject and the complete predicate in a sentence</p> <p>4. 21.B use capitalization</p> <p>4. 21.C recognize and use punctuation marks</p> <p>4. 22.A spell words with more advanced orthographic patterns and rules</p>

NOTE: The grades 1-3 aligned standards are linked to the grade four readiness standards in concept and content. They may or may not reflect the readiness standards for those grade levels. This analysis for grades 1-3 is provided by lead4ward and does not reflect the publications of the TEA.

Reporting Category	Grade 4	Grade 5 Aligned Standards	Grade 6 Aligned Standards	Grade 7
Composition	<p>4. 15.B develop drafts by categorizing ideas and organizing them into paragraphs</p> <p>4. 15.C revise drafts for coherence, organization, use of simple and compound sentences, and audience</p> <p>4. 15.D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>4. 17.A write about important personal experiences</p> <p>4. 18.A write expository [and procedural or work-related texts] to communicate ideas and information to specific audiences for specific purposes</p>	<p>5. 15.B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p> <p>5. 15.C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed</p> <p>5. 15.D edit drafts for grammar, mechanics, and spelling</p> <p>5. 17 write a personal narrative that conveys thoughts and feelings about an experience</p> <p>5. 18 write expository [and procedural or work-related texts] to communicate ideas and information to specific audiences for specific purposes</p>	<p>6. 14.B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p> <p>6. 14.C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed</p> <p>6. 14.D edit drafts for grammar, mechanics, and spelling</p> <p>6. 16 write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p> <p>6. 17 write expository [and procedural or work-related texts] to communicate ideas and information to specific audiences for specific purposes</p> <p>6. 17.A create multi-paragraph essays to convey information about a topic that:</p> <p>6. 17.A.i present effective introductions and concluding paragraphs</p> <p>6. 17.A.ii guide and inform the reader's understanding of key ideas and evidence</p> <p>6. 17.A.iii include specific facts, details, and examples in an appropriately organized structure and</p>	<p>7. 14.B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p> <p>7. 14.C revise drafts to ensure precise word choice and vivid images consistent point of view use of simple, compound, and complex sentences internal and external coherence and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed</p> <p>7. 14.D edit drafts for grammar, mechanics, and spelling</p> <p>7. 16 write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences</p> <p>7. 17 write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes</p> <p>7. 17.A write a multi-paragraph essay to convey information about a topic that:</p> <p>7. 17.A.i presents effective introductions and concluding paragraphs</p> <p>7. 17.A.ii contains a clearly stated purpose or controlling idea</p> <p>7. 17.A.iii is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies</p> <p>7. 17.A.iv accurately synthesizes ideas from several sources and</p> <p>7. 17.A.v uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs</p>
Revision	<p>4. 15.C revise drafts for coherence, organization, use of simple and compound sentences, and audience</p>	<p>5. 15.C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed</p>	<p>6. 14.C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed</p>	<p>7. 14.C revise drafts to ensure precise word choice and vivid images consistent point of view use of simple, compound, and complex sentences internal and external coherence and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed</p>

Reporting Category	Grade 4	Grade 5 Aligned Standards	Grade 6 Aligned Standards	Grade 7
Editing	<p>4. 15.D drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>4. 20.A use and understand the function of the parts of speech in the context of reading, writing, and speaking</p> <p>4. 20.B use the complete subject and the complete predicate in a sentence</p> <p>4. 21.B use capitalization</p> <p>4. 21.C recognize and use punctuation marks</p> <p>4. 22.A spell words with more advanced orthographic patterns and rules</p>	<p>5. 15.D edit drafts for grammar, mechanics, and spelling</p> <p>5. 20.A use and understand the function of the following parts of speech in the context of reading, writing, and speaking</p> <p>5. 20.B use the complete subject and the complete predicate in a sentence</p> <p>5. 20.C use complete simple and compound sentences with correct subject-verb agreement</p> <p>5. 21.A use capitalization</p> <p>5. 21.B recognize and use punctuation marks</p> <p>5. 22.A spell words with more advanced orthographic patterns and rules</p>	<p>6. 14.D edit drafts for grammar, mechanics, and spelling</p> <p>6. 19.A use and understand the function of the following parts of speech in the context of reading, writing, and speaking</p> <p>6. 19.C ) use complete simple and compound sentences with correct subject-verb agreement</p> <p>6. 20.A use capitalization</p> <p>6. 20.B recognize and use punctuation marks</p> <p>6. 21 spell correctly</p> <p>6. 21.A differentiate between commonly confused terms (e.g., its, it's affect, effect)</p> <p>6. 21.B use spelling patterns and rules and print and electronic resources to determine and check correct spellings</p> <p>6. 21.C know how to use the spell-check function in word processing while understanding its limitations.</p>	<p>7. 14.D edit drafts for grammar, mechanics, and spelling</p> <p>7. 19.A identify, use, and understand the function of the parts of speech in the context of reading, writing, and speaking</p> <p>7. 19.C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p> <p>7. 20.A use conventions of capitalization</p> <p>7. 20.B recognize and use punctuation marks</p> <p>7. 21 spell correctly, including using various resources to determine and check correct spellings.</p>

NOTE: The grades 5-6 aligned standards are linked to the grade seven readiness standards in concept and content. They may or may not reflect the readiness standards for those grade levels. This analysis for grades 5-6 provided by lead4ward and does not reflect the publications of the TEA.



Source | Texas Education Agency  
<http://www.tea.state.tx.us/student.assessment/staar/>

Additional resource and support materials for STAAR may be found at  
<http://lead4ward.com/resources/>

Reporting Category	Kindergarten Aligned Standards	Grade 1 Aligned Standards	Grade 2 Aligned Standards	Grade 3
Numbers, Operations, and Quantitative Reasoning	<p>K.3.A share a whole by separating it into two equal parts;</p> <p>K.3.B explain why a given part is half of the whole.</p> <p>K.4 A model and create addition and subtraction problems in real situations with concrete objects.</p>	<p>1.2.A separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts;</p> <p>1.2.B use appropriate language to describe part of a set such as three out of the eight crayons are red.</p> <p>1.3.A model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences;</p>	<p>2.2.A use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);</p> <p>2.2.B use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less);</p> <p>2.3.C select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;</p> <p>2.4.A model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined;</p> <p>2.4.B model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.</p>	<p>3.2.C use fraction names and symbols to describe fractional parts of whole objects or sets of objects;</p> <p>3.3.B select addition or subtraction and use the operation to solve problems involving whole numbers through 999.</p> <p>3.4.B solve and record multiplication problems (up to two digits times one digit); and</p> <p>3.4.C use models to solve division problems and use number sentences to record the solutions.</p>
Patterns, Relationships, and Algebraic Reasoning	<p>K.5.A identify, extend, and create patterns of sounds, physical movement, and concrete objects.</p>	<p>1.5.A use patterns to skip count by twos, fives, and tens;</p> <p>1.5.B find patterns in numbers, including odd and even;</p>	<p>2.5.A patterns in numbers such as in a 100s chart;</p> <p>2.6.B identify patterns in a list of related number pairs based on a real-life situation and extend the list;</p>	<p>3.7.B identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.</p>
Geometry and Spatial Reasoning	<p>K.9.A describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;</p> <p>K.9.B recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures;</p> <p>K.9.C describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).</p>	<p>1.6.A describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);</p> <p>1.6.B describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;</p> <p>1.6.C describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and</p>	<p>2.7.A describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.;</p> <p>2.7.B use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different;</p> <p>2.8.A. use whole numbers to locate and name points on a number line.</p>	<p>3.8.A identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.</p> <p>3.10A locate and name points on a number line using whole numbers and fractions, including halves and fourths.</p>

NOTE: The K-2 aligned standards are linked to the grade three readiness standards in concept and content. They may or may not reflect the readiness standards for those grade levels. This analysis for K-2 is provided by lead4ward and does not reflect the publications of the TEA.

Reporting Category	Kindergarten Aligned Standards	Grade 1 Aligned Standards	Grade 2 Aligned Standards	Grade 3
Measurement	K.10.A compare and order two or three concrete objects according to length (longer/shorter than, or the same);	<p>1.7.A estimate and measure length using nonstandard units such as paper clips or sides of color tiles;</p> <p>1.7.B compare and order two or more concrete objects according to length (from longest to shortest);</p> <p>1.7.C describe the relationship between the size of the unit and the number of units needed to measure the length of an object;</p>	2.9.A (A) identify concrete models that approximate standard units of length and use them to measure length;	3.11.B use standard units to find the perimeter of a shape;
Probability and Statistics	<p>K.12.A construct graphs using real objects or pictures in order to answer questions;</p> <p>K.12.B use information from a graph of real objects or pictures in order to answer questions.</p>	1.10.A draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and	<p>2.11.A construct picture graphs and bar-type graphs;</p> <p>2.11.B draw conclusions and answer questions based on picture graphs and bar-type graphs;</p>	3.13.A collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;
Underlying Processes and Mathematical Tools	<p>K.13.A identify mathematics in everyday situations;</p> <p>K.13.B solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>K.13.C select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and</p> <p>K.13.D) use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>K.14.A communicate mathematical ideas using objects, words, pictures, numbers, and technology; and</p> <p>K.14.B relate everyday language to mathematical language and symbols.</p> <p>K.15.A justify his or her thinking using objects, words, pictures, numbers, and technology.</p>	<p>1.11.A identify mathematics in everyday situations;</p> <p>1.11.B solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>1.11.C select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem;</p> <p>1.11.D use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>1.12.A explain and record observations using objects, words, pictures, numbers, and technology; and</p> <p>1.12.B relate informal language to mathematical language and symbols.</p> <p>1.13.A justify his or her thinking using objects, words, pictures, numbers, and technology.</p>	<p>2.12.A identify the mathematics in everyday situations;</p> <p>2.12.B solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>2.12.C select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem;</p> <p>2.12.D use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>2.13.A explain and record observations using objects, words, pictures, numbers, and technology;</p> <p>2.13.B relate informal language to mathematical language and symbols.</p> <p>2.14.A justify his or her thinking using objects, words, pictures, numbers, and technology.</p>	<p>3.14.A identify the mathematics in everyday situations;</p> <p>3.14.B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>3.14.C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem;</p> <p>3.14.D use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>3.15.A explain and record observations using objects, words, pictures, numbers, and technology;</p> <p>3.15.B relate informal language to mathematical language and symbols.</p> <p>3.16.A make generalizations from patterns or sets of examples and nonexamples; and</p> <p>3.16.B justify why an answer is reasonable and explain the solution process.</p>

NOTE: The K-2 aligned standards are linked to the grade three readiness standards in concept and content. They may or may not reflect the readiness standards for those grade levels. This analysis for K-2 is provided by lead4ward and does not reflect the publications of the TEA.

Reporting Category	Grade 3	Grade 4	Grade 5	Grade 6
Numbers, Operations, and Quantitative Reasoning	<p>3.2.C use fraction names and symbols to describe fractional parts of whole objects or sets of objects;</p> <p>3.3.B select addition or subtraction and use the operation to solve problems involving whole numbers through 999.</p> <p>3.4.B solve and record multiplication problems (up to two digits times one digit); and</p> <p>3.4.C use models to solve division problems and use number sentences to record the solutions.</p>	<p>4.1.B use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.</p> <p>4.2.D relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.</p> <p>4.4.D use multiplication to solve problems (no more than two digits times two digits without technology);</p> <p>4.4.E use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).</p>	<p>5.2.A generate a fraction equivalent to a given fraction such as <math>\frac{1}{2}</math> and <math>\frac{3}{6}</math> or <math>\frac{4}{12}</math> and <math>\frac{1}{3}</math>;</p> <p>5.2.C compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators;</p> <p>5.3.A use addition and subtraction to solve problems involving whole numbers and decimals;</p> <p>5.3.B use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);</p> <p>5.3.C use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;</p>	<p>6.1.B generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;</p> <p>6.2.B use addition and subtraction to solve problems involving fractions and decimals;</p> <p>6.2.E use order of operations to simplify whole number expressions (without exponents) in problem solving situations.</p>
Patterns, Relationships, and Algebraic Reasoning	<p>3.7.B identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.</p>	<p>4.7.A describe the relationship between two sets of related data such as ordered pairs in a table.</p>	<p>5.5.A describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams; and</p>	<p>6.3.C use ratios to make predictions in proportional situations.</p> <p>6.4.A use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area;</p>
Geometry and Spatial Reasoning	<p>3.8.A identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.</p> <p>3.10A locate and name points on a number line using whole numbers and fractions, including halves and fourths.</p>	<p>4.8.C use essential attributes to define two- and three-dimensional geometric figures.</p> <p>4.9.B use translations, reflections, and rotations to verify that two shapes are congruent;</p> <p>4.10.A locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.</p>	<p>5.8.A sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid; and</p>	<p>6.5A formulate equations from problem situations described by linear relationships.</p> <p>6.6.C describe the relationship between radius, diameter, and circumference of a circle.</p>

Reporting Category	Grade 3	Grade 4	Grade 5	Grade 6
Measurement	3.11.B use standard units to find the perimeter of a shape;	4.11.A estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;	5.10.C select and use appropriate units and formulas to measure length, perimeter, area, and volume.	6.8.B select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;
Probability and Statistics	3.13.A collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	4.13.B interpret bar graphs.	5.12.B use experimental results to make predictions;  5.13.B describe characteristics of data presented in tables and graphs including median, mode, and range;	6.10.D solve problems by collecting, organizing, displaying, and interpreting data.
Underlying Processes and Mathematical Tools	<p>3.14.A identify the mathematics in everyday situations;</p> <p>3.14.B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>3.14.C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem;</p> <p>3.14.D use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>3.15.A explain and record observations using objects, words, pictures, numbers, and technology;</p> <p>3.15.B relate informal language to mathematical language and symbols.</p> <p>3.16.A make generalizations from patterns or sets of examples and nonexamples; and</p> <p>3.16.B justify why an answer is reasonable and explain the solution process.</p>	<p>4.14.A identify the mathematics in everyday situations;</p> <p>4.14.B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>4.14.C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and</p> <p>4.14.D use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>4.15.A explain and record observations using objects, words, pictures, numbers, and technology; and</p> <p>4.15.B relate informal language to mathematical language and symbols.</p> <p>4.16.A make generalizations from patterns or sets of examples and nonexamples; and</p> <p>4.16.B justify why an answer is reasonable and explain the solution process.</p>	<p>5.14.A identify the mathematics in everyday situations;</p> <p>5.14.B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>5.14.C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and</p> <p>5.14.D use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>5.15.A explain and record observations using objects, words, pictures, numbers, and technology; and</p> <p>5.15.B relate informal language to mathematical language and symbols.</p> <p>5.16.A make generalizations from patterns or sets of examples and nonexamples; and</p> <p>5.16.B justify why an answer is reasonable and explain the solution process.</p>	<p>6.11.A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;</p> <p>6.11.B use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>6.11.C select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and</p> <p>6.11.D select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.</p> <p>6.12.A communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and</p> <p>6.12.B evaluate the effectiveness of different representations to communicate ideas.</p> <p>6.13.A make conjectures from patterns or sets of examples and nonexamples; and</p> <p>6.13.B validate his/her conclusions using mathematical properties and relationships.</p>

Reporting Category	Grade 5	Grade 6	Grade 7	Grade 8
Numbers, Operations, and Quantitative Reasoning	<p>5.2.A generate a fraction equivalent to a given fraction such as <math>\frac{1}{2}</math> and <math>\frac{3}{6}</math> or <math>\frac{4}{12}</math> and <math>\frac{1}{3}</math>;</p> <p>5.2.C compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators;</p> <p>5.3.A use addition and subtraction to solve problems involving whole numbers and decimals;</p> <p>5.3.B use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);</p> <p>5.3.C use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;</p>	<p>6.1.B generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;</p> <p>6.2.B use addition and subtraction to solve problems involving fractions and decimals;</p> <p>6.2.E use order of operations to simplify whole number expressions (without exponents) in problem solving situations.</p>	<p>7.1.B convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator;</p> <p>7.2.A represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;</p> <p>7.2.C use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms;</p> <p>7.2.D use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio;</p> <p>7.2.E simplify numerical expressions involving order of operations and exponents;</p> <p>7.2.G determine the reasonableness of a solution to a problem.</p>	<p>8.1.E compare and order real numbers with a calculator.</p> <p>8.2.B use appropriate operations to solve problems involving rational numbers in problem situations;</p>
Patterns, Relationships, and Algebraic Reasoning	<p>5.5.A describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams; and</p>	<p>6.3.C use ratios to make predictions in proportional situations.</p> <p>6.4.A use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area;</p>	<p>7.3.A estimate and find solutions to application problems involving percent;</p> <p>7.3.B estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.</p> <p>7.5.B formulate problem situations when given a simple equation and formulate an equation when given a problem situation.</p>	<p>8.3.B estimate and find solutions to application problems involving percents and other proportional relationships such as similarity and rates.</p> <p>8.4.A generate a different representation of data given another representation of data (such as a table, graph, equation, or verbal description).</p> <p>8.5.A predict, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations;</p>
Geometry and Spatial Reasoning	<p>5.8.A sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid; and</p>	<p>6.5A formulate equations from problem situations described by linear relationships.</p> <p>6.6.C describe the relationship between radius, diameter, and circumference of a circle.</p>	<p>7.6.D use critical attributes to define similarity.</p> <p>7.7.B graph reflections across the horizontal or vertical axis and graph translations on a coordinate plane.</p>	<p>8.6.A generate similar figures using dilations including enlargements and reductions; and</p>

Reporting Category	Grade 5	Grade 6	Grade 7	Grade 8
Measurement	5.10.C select and use appropriate units and formulas to measure length, perimeter, area, and volume.	6.8.B select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;	7.9.A estimate measurements and solve application problems involving length (including perimeter and circumference) and area of polygons and other shapes;  7.9.C estimate measurements and solve application problems involving volume of prisms (rectangular and triangular) and cylinders.  7.11.B make inferences and convincing arguments based on an analysis of given or collected data.	8.8.C estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume.  8.9A use the Pythagorean Theorem to solve real-life problems;  8.9.B use proportional relationships in similar two-dimensional figures or similar three-dimensional figures to find missing measurements.
Probability and Statistics	5.12.B use experimental results to make predictions;  5.13.B describe characteristics of data presented in tables and graphs including median, mode, and range;	6.10.D solve problems by collecting, organizing, displaying, and interpreting data.	7.12.B choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation.	8.11.A find the probabilities of dependent and independent events;  8.13.B recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.
Underlying Processes and Mathematical Tools	5.14.A identify the mathematics in everyday situations; 5.14.B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; 5.14.C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and 5.14.D use tools such as real objects, manipulatives, and technology to solve problems.  5.15.A explain and record observations using objects, words, pictures, numbers, and technology; and 5.15.B relate informal language to mathematical language and symbols.  5.16.A make generalizations from patterns or sets of examples and nonexamples; and 5.16.B justify why an answer is reasonable and explain the solution process.	6.11.A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; 6.11.B use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; 6.11.C select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and 6.11.D select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.  6.12.A communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and 6.12.B evaluate the effectiveness of different representations to communicate ideas.  6.13.A make conjectures from patterns or sets of examples and nonexamples; and 6.13.B validate his/her conclusions using mathematical properties and relationships.	7.13.A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; 7.13.B use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; 7.13.C select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; 7.13.D select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.  7.14.A communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and 7.14.B evaluate the effectiveness of different representations to communicate ideas.  7.15.A make conjectures from patterns or sets of examples and nonexamples; and 7.15.B validate his/her conclusions using mathematical properties and relationships.	8.14.A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; 8.14.B use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; 8.14.C select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; 8.14.D select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.  8.15.A communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and 8.15.B evaluate the effectiveness of different representations to communicate ideas.  8.16.A make conjectures from patterns or sets of examples and nonexamples; and 8.16.B validate his/her conclusions using mathematical properties and relationships.

Reporting Category	Grades 3 and 4 Aligned Standards	Grade 5	Scientific Investigation and Reasoning Skills
Matter and Energy	3.5.C predict, observe, and record changes in the state of matter caused by heating or cooling;	5.5.A classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy;	5.1.A demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations; 5.1.B make informed choices in the conservation, disposal, and recycling of materials.
Force, Motion, and Energy	3.6.B demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons; and	5.6.A explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy;  5.6.B demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound;  5.6.C demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water;	5.2.A describe, plan, and implement simple experimental investigations testing one variable; 5.2.B ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;  5.2.C collect information by detailed observations and accurate measuring; 5.2.D analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence; 5.2.E demonstrate that repeated investigations may increase the reliability of results; 5.2.F communicate valid conclusions in both written and verbal forms; and 5.2.G construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.
Earth and Space	3.7.B investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides; 3.8.D identify the planets in Earth's solar system and their position in relation to the Sun.  4.7.A examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants;  4.7.C identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation.  4.8.A measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key;  4.8.B describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process;  4.8.C collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time.	5.7.A explore the processes that led to the formation of sedimentary rocks and fossil fuels;  5.7.B recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice;  5.7.C identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels;  5.8.C demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky; and	5.3.A in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student; 5.3.B evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels; 5.3.C draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works; 5.3.D connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.  5.4.A collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums; 5.4.B use safety equipment, including safety goggles and gloves.

Reporting Category	Grades 3 and 4 Aligned Standards	Grade 5	Scientific Investigation and Reasoning Skills
Organisms and Environment	<p>3.10.A explore how structures and functions of plants and animals allow them to survive in a particular environment;</p> <p>3.10.C investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.</p>	<p>5.9.A observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements;</p> <p>5.9.B describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers;</p> <p>5.10.A compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals;</p> <p>5.10.B differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle;</p>	See above

Reporting Category	Grades 6 and 7 Aligned Standards	Grade 8	Scientific Investigation and Reasoning Skills
Matter and Energy	<p>6.5.C differentiate between elements and compounds on the most basic level;</p> <p>6.6.A compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability;</p> <p>6.6.B calculate density to identify an unknown substance;</p> <p>7.5.C diagram the flow of energy through living systems, including food chains, food webs, and energy pyramids.</p> <p>7.6.A identify that organic compounds contain carbon and other elements such as hydrogen, oxygen, phosphorus, nitrogen, or sulfur;</p> <p>7.6.B distinguish between physical and chemical changes in matter in the digestive system;</p>	<p>8.5.A describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud;</p> <p>8.5.B identify that protons determine an element's identity and valence electrons determine its chemical properties, including reactivity;</p> <p>8.5.C interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements;</p> <p>8.5.D recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts;</p> <p>8.5.E investigate how evidence of chemical reactions indicate that new substances with different properties are formed; and</p>	<p>8.1.A demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards; and</p> <p>8.1.B practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials.</p> <p>8.2.A plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology;</p> <p>8.2.B design and implement comparative and experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology;</p> <p>8.2.C collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers;</p> <p>8.2.D construct tables and graphs, using repeated trials and means, to organize data and identify patterns; and</p> <p>8.2.E analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.</p>
Force, Motion, and Energy	<p>6.8.A compare and contrast potential and kinetic energy;</p> <p>6.8.C calculate average speed using distance and time measurements;</p> <p>6.8.D measure and graph changes in motion;</p> <p>6.9.C demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy.</p> <p>7.7.A contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still;</p>	<p>8.6.A demonstrate and calculate how unbalanced forces change the speed or direction of an object's motion;</p> <p>8.6.C investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches.</p>	<p>8.3.A in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;</p> <p>8.3.B use models to represent aspects of the natural world such as an atom, a molecule, space, or a geologic feature;</p> <p>8.3.C identify advantages and limitations of models such as size, scale, properties, and materials; and</p> <p>8.3.D relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.</p>
Earth and Space	<p>6.11.B understand that gravity is the force that governs the motion of our solar system; and</p> <p>7.8.C model the effects of human activity on groundwater and surface water in a watershed.</p>	<p>8.7.A model and illustrate how the tilted Earth rotates on its axis, causing day and night, and revolves around the Sun causing changes in seasons;</p> <p>8.7.B demonstrate and predict the sequence of events in the lunar cycle;</p> <p>8.8.A describe components of the universe, including stars, nebulae, and galaxies, and use models such as the Hertzsprung-Russell diagram for classification;</p> <p>8.9.B relate plate tectonics to the formation of crustal features;</p> <p>8.9.C interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering.</p>	<p>8.4.A use appropriate tools to collect, record, and analyze information, including lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrometers, timing devices, and other equipment as needed to teach the curriculum; and</p> <p>8.4.B use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher.</p>

Reporting Category	Grades 6 and 7 Aligned Standards	Grade 8	Scientific Investigation and Reasoning Skills
Organisms and Environment	<p>6.12.D identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms;</p> <p>7.10.B describe how biodiversity contributes to the sustainability of an ecosystem;</p> <p>7.10.C observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds.</p> <p>7.11.A examine organisms or their structures such as insects or leaves and use dichotomous keys for identification;</p>	<p>8.11.A describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems;</p> <p>8.11.B investigate how organisms and populations in an ecosystem depend on and may compete for biotic and abiotic factors such as quantity of light, water, range of temperatures, or soil composition;</p> <p>8.11.C explore how short- and long-term environmental changes affect organisms and traits in subsequent populations; and</p>	See above

Reporting Category	Grade 8	Social Studies Skills
History	8.01A identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects;	8.29A differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
	8.02A identify reasons for European exploration and colonization of North America;	8.29B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
	8.03A explain the reasons for the growth of representative government and institutions during the colonial period;	8.29C organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
	8.04A analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;	8.29D identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;
	8.04C explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783;	8.29E support a point of view on a social studies issue or event;
	8.04E analyze the arguments for and against ratification.	8.29H use appropriate mathematical skills to interpret social studies information such as maps and graphs;
	8.05C explain the origin and development of American political parties;	8.29J pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.
	8.05E identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;	8.30A use social studies terminology correctly;
	8.06A explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;	
	8.06B explain the political, economic, and social roots of Manifest Destiny;	
8.06D explain the causes and effects of the U.S.-Mexican War and their impact on the United States;		
8.06E identify areas that were acquired to form the United States, including the Louisiana Purchase.		
8.07B compare the effects of political, economic, and social factors on slaves and free blacks;		
8.08B explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln;		
8.09C explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups;		
Geography and Culture	8.10B compare places and regions of the United States in terms of physical and human characteristics;	
	8.10C analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.	
	8.23A identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;	
	8.24A describe the historical development of the abolitionist movement;	
	8.25C analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.	

Reporting Category	Grade 8	Social Studies Skills
Government and Citizenship	8.15A identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government;	See above
	8.15C identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;	
	8.15D analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.	
	8.16A summarize the purposes for and process of amending the U.S. Constitution;	
	8.16B describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.	
	8.17A analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason;	
	8.17B explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.	
	8.18A the origin of judicial review and analyze examples of congressional and presidential responses;	
Economics, Science, Technology, and Society	8.19A define and give examples of unalienable rights;	
	8.19B summarize rights guaranteed in the Bill of Rights;	
	8.12B explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery;	
	8.13B identify the economic factors that brought about rapid industrialization and urbanization.	
	8.27A explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts; 8.27B analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;	