

# Texas Essential Knowledge and Skills (TEKS)

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Correlations for BrightFish Reading to the TEKS, Grades 2-5



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**BrightFish Reading - Alignment to Texas Essential Knowledge and Skills for English Language Arts and Reading – Grade 2, TEKS Standard 110.13**

N/A = Not Applicable.

TEKS STANDARD §110.13	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING
<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b>		
	Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).	BrightFish Reading is an online program that presents grade-level text passages in a digital, online format. Through a wide range of fiction and non-fiction passages, students read grade-level material and work through word recognition fluency, vocabulary and comprehension exercises. To master the grade-level passage, students will be required to distinguish features such as capitalization of first words, ending punctuation, commas and quotation marks.
<b>(2) Reading/Beginning Reading Skills/Phonics.</b>		
	Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	BrightFish Reading breaks down grade-level text into manageable chunks so that students can “construct” text from individual words to full passages. In the pre-reading activities, students work on Word Recognition Fluency and Vocabulary to learn the relationships between letters and sounds, spelling patterns and morphological analysis to decode English text.

CORRELATIONS TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS, GRADE 2

TEKS STANDARD §110.13	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING
<b>(A)</b>	Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:	Grade 2 Fiction and Non-Fiction Stories: Ben the Magician, Chinese New Year, Hiking Adventure, Howler Monkeys, A Place to Hang, Rained Out
(i)	single letters (consonants and vowels);	Word for Word and Sound for Word, Level 1 – single letter words
(ii)	(ii) consonant blends (e.g., thr, spl);	Word for Word and Sound for Word, Levels 3-5
(iii)	iii) consonant digraphs (e.g., ng, ck, ph); and	Word for Word and Sound for Word, Levels 2-5
(iv)	(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);	Word for Word and Sound for Word, Levels 2-5
<b>(B)</b>	Use common syllabication patterns to decode words including:	
(i)	closed syllable (CVC) (e.g., pic-nic, mon-ster);	Word for Word and Sound for Word, Levels 3-5
(ii)	open syllable (CV) (e.g., ti-ger);	Word for Word and Sound for Word, Levels 3-5
(iii)	final stable syllable (e.g., sta-tion, tum-ble);	Word for Word and Sound for Word, Levels 3-5
(iv)	vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);	Word for Word and Sound for Word, Levels 3-5
(v)	r-controlled vowels (e.g., per-fect, cor-ner); and	Word for Word and Sound for Word, Levels 3-5
(vi)	vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);	Word for Word and Sound for Word, Levels 3-5
<b>(C)</b>	decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);	Word for Word and Sound for Word, Levels 3-5
<b>(D)</b>	read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);	Word for Word and Sound for Word, Levels 3-5
<b>(E)</b>	identify and read abbreviations (e.g., Mr., Ave.);	Word for Word and Sound for Word, Levels 1-5
<b>(F)</b>	identify and read contractions (e.g., haven't, it's);	Word for Word and Sound for Word, Levels 1-5
<b>(G)</b>	identify and read at least 300 high-frequency words from a commonly used list; and	Word for Word and Sound for Word, Levels 1-5
<b>(H)</b>	monitor accuracy of decoding	Word for Word and Sound for Word, Levels 1-5 (accuracy criteria)

CORRELATIONS TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS, GRADE 2

TEKS STANDARD §110.13	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING
<b>(3) Reading/Beginning Reading/Strategies.</b>		
	Students comprehend a variety of texts drawing on useful strategies as needed.	Grade 2 Fiction and Non-Fiction Stories:  Ben the Magician, Chinese New Year, Hiking Adventure, Howler Monkeys, A Place to Hang, Rained Out
(A)	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	Comprehension Activities: Introduction During Reading – Facts and Details
(B)	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	During Reading –Facts and Details
(C)	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	Comprehension Activities: During Reading –Facts and Details Post Reading –Key Ideas and Meaning  Small Group Activities: Story discussion and Read Aloud

CORRELATIONS TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS, GRADE 2

TEKS STANDARD §110.13	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING
<b>(4) Reading/Fluency.</b>		
	Students read grade-level text with fluency and comprehension.	Grade 2 Fiction and Non-Fiction Stories:  Ben the Magician, Chinese New Year, Hiking Adventure, Howler Monkeys, A Place to Hang, Rained Out
(A)	read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Small Group Activities: Read Aloud
<b>(5) Reading/Vocabulary Development.</b>		
	Students understand new vocabulary and use it when reading and writing.	Grade 2 Fiction and Non-Fiction Stories:  Ben the Magician, Chinese New Year, Hiking Adventure, Howler Monkeys, A Place to Hang, Rained Out
(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;	All stories Small-Group Activities: Mini-lesson:
(B)	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	Pre-reading: Vocabulary During Reading: Facts and Details Post Reading: Key Ideas and Meaning
(C)	identify and use antonyms, synonyms, homographs, and homophones;	Pre-reading: Vocabulary
(D)	identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and	N/A

CORRELATIONS TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS, GRADE 2

TEKS STANDARD §110.13	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING
(E)	alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	Small Group Activity:  Mini-lesson: Fluency and Vocabulary Word Lists
<b>(6) Reading/Comprehension of Literary Text/Theme and Genre.</b>		
	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Grade 2 Fiction Stories:  Ben the Magician, Hiking Adventure, A Place to Hang, Rained Out
(A)	paraphrase the themes and supporting details of fables, legends, myths, or stories; and	Comprehension Activities: Post Reading: Key Ideas and Meaning
(B)	compare and contrast the settings in myths and traditional folktales.	Grade 2 Fiction Stories: A Place to Hang  Small Group Activities Mini-lesson: Find the “lesson” or “moral” of the story.
<b>(7) Reading/Comprehension of Literary Text/Poetry.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to: describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	N/A  Poetry is not addressed in the current version of BrightFish Reading Grade 2.

CORRELATIONS TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS, GRADE 2

TEKS STANDARD §110.13	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING
<b>(8)</b>	<b>Reading/Comprehension of Literary Text/Drama.</b>	
	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	N/A  Drama is not addressed in the current version of BrightFish Reading Grade 2.
<b>(9) Reading/Comprehension of Literary Text/Fiction.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	Grade 2 Fiction Stories:  Ben the Magician, Hiking Adventure, A Place to Hang, Rained Out
(A)	sequence and summarize the plot's main events and explain their influence on future events;	During Reading: Facts and Details
(B)	describe the interaction of characters including their relationships and the changes they undergo; and	Post Reading: Key Ideas and Meaning
(C)	identify whether the narrator or speaker of a story is first or third person	Post Reading: Key Ideas and Meaning
<b>(10) Reading/Comprehension of Literary Text/Literary Nonfiction.</b>		
	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.	N/A



CORRELATIONS TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS, GRADE 2

TEKS STANDARD §110.13	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING
<b>(11) Reading/Comprehension of Literary Text/Sensory Language.</b>		
	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.	Grade 2 Fiction Stories: Ben the Magician, Hiking Adventure, A Place to Hang, Rained Out  Small Group Activities: Mini-lesson – show how the author’s sensory language creates imagery, using evidence from the text
<b>(12) Reading/Comprehension of Text/Independent Reading.</b>		
	Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	<b>Online Program:</b> Students read passages independently and complete a wide range of during reading and post reading activities to gauge their understanding. All responses are saved in the BrightFish Reading management system and teachers can use their online dashboard to track progress and areas of difficulty.  Small Group Activities: Story discussion
<b>(13) Reading/Comprehension of Informational Text/Culture and History.</b>		
	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.	Grade 2 Non-Fiction Stories: Chinese New Year  Pre-Reading: Vocabulary During Reading: Key Facts and Details Post Reading: Key Ideas and Meaning

CORRELATIONS TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS, GRADE 2

TEKS STANDARD §110.13	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING
<b>(14) Reading/Comprehension of Informational Text/Expository Text.</b>		
	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	Grade 2 Non-Fiction Stories: Chinese New Year and Howler Monkeys
(A)	identify the details or facts that support the main idea;	During Reading: Facts and Details
(B)	draw conclusions from the facts presented in text and support those assertions with textual evidence;	During Reading: Facts and Details
(C)	identify explicit cause and effect relationships among ideas in texts; and	During Reading: Facts and Details
(D)	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	During Reading: Facts and Details
<b>(15) Reading/Comprehension of Informational Text/Procedural Texts.</b>		
	Students understand how to glean and use information in procedural texts and documents.	N/A
(A)	follow and explain a set of written multi-step directions; and	N/A
(B)	locate and use specific information in graphic features of text.	N/A

CORRELATIONS TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS, GRADE 2

TEKS STANDARD §110.13	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING
<b>(16) Reading/Media Literacy.</b>		
	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	N/A
(A)	understand how communication changes when moving from one genre of media to another;	N/A
(B)	explain how various design techniques used in media influence the message (e.g., shape, color, sound); and	N/A
(C)	compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	N/A

CORRELATIONS TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS, GRADE 2

TEKS Standard 110.13	Knowledge and Skills Description	BrightFish Reading Activity
<b>Reading/Comprehension Skills.</b>		
	Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.	Grade 2 Fiction and Non-Fiction Stories:  Ben the Magician, Chinese New Year, Hiking Adventure, Howler Monkeys, A Place to Hang, Rained Out
(A)	establish purposes for reading selected texts based upon content to enhance comprehension;	Introduction
(B)	ask literal questions of text;	Small Group Activities: Story discussion
(C)	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	Small Group Activities: Story discussion, Read aloud
(D)	make inferences about text using textual evidence to support understanding;	During Reading – Facts and Details Post Reading – Key Ideas and Meaning
(E)	retell important events in stories in logical order; and	Small Group Activities: Story discussion
(F)	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	Small Group Activities: Story discussion

**BrightFish Reading - Alignment to Texas Essential Knowledge and Skills for English Language Arts and Reading – Grade 3, TEKS Standard 110.14**

N/A = Not Applicable.

TEKS STANDARD	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(1) Reading/Beginning Reading Skills/Phonics.</b>		
	<p>Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.</p> <p>Students are expected to:</p>	<p>BrightFish Reading breaks down grade-level text into manageable chunks so that students can “construct” text from individual words to full passages. In the pre-reading activities, students work on Word Recognition Fluency and Vocabulary to learn the relationships between letters and sounds, spelling patterns and morphological analysis to decode English text.</p>
<b>(A)</b>	<p>decode multisyllabic words in context and independent of context by applying common spelling patterns including:</p>	<p>Grade 3 Fiction and Non-Fiction Stories: A Skating Dream, A Challenge for Anansi, Mystery at the Museum, Cat’s Meow, Abandon Ship!, Monster Trucks, The Nile River, List</p>
(i)	<p>dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);</p>	<p>Word for Word and Sound for Word, Levels 2-5 Comprehension – Facts and Details</p>
(ii)	<p>doubling final consonants when adding an ending (e.g., hop to hopping);</p>	<p>Small Group Activities: Mini-lesson</p>
(iii)	<p>changing the final "y" to "i" (e.g., baby to babies);</p>	<p>Small Group Activities: Mini-lesson</p>
(iv)	<p>using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and</p>	<p>Word for Word and Sound for Word, Levels 3-5 Comprehension – Facts and Details</p>
(v)	<p>using knowledge of derivational affixes (e.g., -de, -ful, -able);</p>	<p>Word for Word and Sound for Word, Levels 2-5 Comprehension – Facts and Details</p>

TEKS STANDARD	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(B)</b>	use common syllabication patterns to decode words including:	
(i)	closed syllable (CVC) (e.g., mag-net, splen-did);	Word for Word and Sound for Word, Levels 3-5
(ii)	open syllable (CV) (e.g., ve-to);	Word for Word and Sound for Word, Levels 3-5
(iii)	final stable syllable (e.g., puz-zle, con-trac-tion);	Word for Word and Sound for Word, Levels 3-5
(iv)	r-controlled vowels (e.g., fer-ment, car-pool);	Word for Word and Sound for Word, Levels 3-5
(v)	vowel digraphs and diphthongs (e.g., ei-ther)	Word for Word and Sound for Word, Levels 3-5
(C)	decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);	Word for Word and Sound for Word, Levels 3-5
(D)	identify and read contractions (e.g., I'd, won't); and	Word for Word and Sound for Word, Levels 1-5
(E)	monitor accuracy in decoding.	Word for Word and Sound for Word, Levels 1-5 (accuracy criteria)
<b>(2) Reading/Beginning Reading/Strategies.</b>		
	Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	Grade 3 Fiction and Non-Fiction Stories: A Skating Dream, A Challenge for Anansi, Mystery at the Museum, Cat's Meow, Abandon Ship!, Monster Trucks, The Nile River, List
(A)	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;	Comprehension Activities: Introduction During Reading – Facts and Details
(B)	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	During Reading – Facts and Details
(C)	establish purpose for reading selected texts and monitor comprehension, making corrections and	Comprehension Activities: During Reading – Facts and Details

TEKS STANDARD	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
	adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	Post Reading – Key Ideas and Meaning  Small Group Activities: Story discussion and Read Aloud
<b>(3) Reading/Fluency.</b>		
	Students read grade-level text with fluency and comprehension. Students are expected to:	Grade 3 Fiction and Non-Fiction Stories: A Skating Dream, A Challenge for Anansi, Mystery at the Museum, Cat’s Meow, Abandon Ship!, Monster Trucks, The Nile River, List
	read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Small Group Activities: Read Aloud
<b>(4) Reading/Vocabulary Development.</b>		
	Students understand new vocabulary and use it when reading and writing. Students are expected to:	Grade 3 Fiction and Non-Fiction Stories: A Skating Dream, A Challenge for Anansi, Mystery at the Museum, Cat’s Meow, Abandon Ship!, Monster Trucks, The Nile River, List
(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;	Small Group Activities: Mini-lesson.
(B)	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	Pre-reading: Vocabulary During reading: Facts and Details Post Reading: Key Ideas and Meaning

TEKS STANDARD	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
(C)	identify and use antonyms, synonyms, homographs, and homophones;	Pre-reading: Vocabulary
(D)	identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and	N/A
(E)	alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	Small Group Activity: Fluency and Vocabulary Word Lists Mini-lesson.
<b>(5) Reading/Comprehension of Literary Text/Theme and Genre.</b>		
	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	Grade 3 Fiction Stories: A Skating Dream, A Challenge for Anansi, Mystery at the Museum, List
(A)	paraphrase the themes and supporting details of fables, legends, myths, or stories; and	Comprehension Activities: Post Reading: Key Ideas and Meaning
(B)	compare and contrast the settings in myths and traditional folktales.	Small Group Activities: Mini-lesson
<b>(6) Reading/Comprehension of Literary Text/Poetry.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:	N/A  Poetry is not addressed in Grade 3 Stories.



TEKS STANDARD	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
	describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	
<b>(7) Reading/Comprehension of Literary Text/Drama.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	N/A  Drama is not addressed in Grade 3 Stories.
<b>(8) Reading/Comprehension of Literary Text/Fiction.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to	Grade 3 Fiction Stories: A Skating Dream, A Challenge for Anansi, Mystery at the Museum, List
(A)	sequence and summarize the plot's main events and explain their influence on future events;	During Reading: Facts and Details
(B)	describe the interaction of characters including their relationships and the changes they undergo; and	Post Reading: Key Ideas and Meaning
(C)	identify whether the narrator or speaker of a story is first or third person	Post Reading: Key Ideas and Meaning

TEKS STANDARD	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(9) Reading/Comprehension of Literary Text/Literary Nonfiction.</b>		
	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.	N/A
<b>(10) Reading/Comprehension of Literary Text/Sensory Language.</b>		
	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.	<p>Grade 3 Fiction Stories: A Skating Dream, A Challenge for Anansi, Mystery at the Museum, List</p> <p>Comprehension Activities: During Reading – Facts and Details:</p>
<b>(11) Reading/Comprehension of Text/Independent Reading.</b>		
	Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	<p><b>Online Program:</b> Students read passages independently and complete a wide range of during reading and post reading activities to gauge their understanding. All responses are saved in the BrightFish Reading management system and teachers can use their online dashboard to track progress and areas of difficulty.</p> <p>Small Group Activities: Story discussion</p>

TEKS STANDARD	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(12) Reading/Comprehension of Informational Text/Culture and History.</b>		
	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.	Grade 3 Non-Fiction Stories: Abandon Ship!  Comprehension Activities: During Reading: Facts and Details Post Reading: Key Ideas and Meaning
<b>(13) Reading/Comprehension of Informational Text/Expository Text.</b>		
	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	Grade 3 Non-Fiction Stories: Cat's Meow, Abandon Ship!, Monster Trucks, The Nile River
(A)	identify details or facts that support the main idea;	During Reading: Facts and Details
(B)	draw conclusions from the facts presented in text and support those assertions with textual evidence;	During Reading: Facts and Details
(C)	identify explicit cause and effect relationships among ideas in texts; and	During Reading: Facts and Details
(D)	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	During Reading: Facts and Details

TEKS STANDARD	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(14) Reading/Comprehension of Informational Text/Persuasive Text.</b>		
	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.	N/A
<b>(15) Reading/Comprehension of Informational Text/Procedural Texts.</b>		
	Students understand how to glean and use information in procedural texts and documents. Students are expected to:	N/A
(A)	follow and explain a set of written multi-step directions; and	N/A
(B)	locate and use specific information in graphic features of text.	N/A
<b>(16) Reading/Media Literacy.</b>		
	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	N/A
(A)	understand how communication changes when moving from one genre of media to another;	N/A
(B)	explain how various design techniques used in media influence the message (e.g., shape, color, sound); and	N/A
(C)	compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	N/A

TEKS STANDARD 110.14	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
	<p><b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p>	<p>Grade 3 Fiction and Non-Fiction Stories: A Skating Dream, A Challenge for Anansi, Mystery at the Museum, Cat’s Meow, Abandon Ship!, Monster Trucks, The Nile River, List</p>
(A)	<p>establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p>	<p>Introduction</p>
(B)	<p>ask literal, interpretive, and evaluative questions of text;</p>	<p>Small Group Activities: Story discussion</p>
(C)	<p>monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>	<p>Small Group Activities: Story discussion, Read aloud</p>
(D)	<p>make inferences about text and use textual evidence to support understanding;</p>	<p>During Reading – Facts and Details Post Reading – Key Ideas and Meaning</p>
(E)	<p>summarize information in text, maintaining meaning and logical order; and</p>	<p>Small Group Activities: Story discussion</p>
(F)	<p>make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</p>	<p>Small Group Activities: Story discussion</p>

**BrightFish Reading - Alignment to Texas Essential Knowledge and Skills for English Language Arts and Reading – Grade 4, TEKS Standard 110.15**

N/A = Not Applicable.

TEKS STANDARD 110.15	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(1) Reading Fluency.</b>		
	Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	BrightFish Reading breaks down grade-level text into manageable chunks so that students can “construct” text from words to full passages. Students work on Word Recognition Fluency and Vocabulary from the text, then demonstrate their understanding in higher-order comprehension activities. Small Group read-aloud and story discussion further develop fluency and give students opportunities to demonstrate comprehension.
<b>(2) Reading/Vocabulary Development.</b>		
	Students understand new vocabulary and use it when reading and writing. Students are expected to:	Grade 4 Fiction and Non-Fiction Stories: The Big Blog Adventure, Alexander's Horse, Hold Your Horses, Holiday Spectacular, Theft in the Garden, The Haunted House, Enough Bullying, Mars, Road Trip and Stone Soup
(A)	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	Pre-reading: Vocabulary

BRIGHTFISH READING: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA GRADE 4

TEKS STANDARD 110.15	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
(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;	Pre-reading: Vocabulary During Reading: Facts and Details
(C)	complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);	Pre-reading: Vocabulary
(D)	identify the meaning of common idioms; and	Hold Your Horses (Non-Fiction) – Pre-reading: Vocabulary; During Reading: Facts and Details
(E)	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	Small Group Activities: Mini-lesson
<b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b>		
	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Grade 4 Fiction Stories: The Big Blog Adventure, Holiday Spectacular, Theft in the Garden, The Haunted House, Enough Bullying, Road Trip and Stone Soup
(A)	summarize and explain the lesson or message of a work of fiction as its theme; and	During Reading: Facts and Details
(B)	compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	N/A
<b>(4) Reading/Comprehension of Literary Text/Poetry.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	N/A  Poetry is not addressed in Grade 4 Stories.

BRIGHTFISH READING: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA GRADE 4

TEKS STANDARD 110.15	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(5) Reading/Comprehension of Literary Text/Drama.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.	N/A  Poetry is not addressed in Grade 4 Stories.
<b>(6) Reading/Comprehension of Literary Text/Fiction.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	Grade 4 Fiction Stories: The Big Blog Adventure, Holiday Spectacular, Theft in the Garden, The Haunted House, Enough Bullying, Road Trip and Stone Soup
(A)	sequence and summarize the plot's main events and explain their influence on future events;	During Reading: Facts and Details
(B)	describe the interaction of characters including their relationships and the changes they undergo; and	During Reading: Facts and Details
(C)	identify whether the narrator or speaker of a story is first or third person	During Reading: Facts and Details



TEKS STANDARD 110.15	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b>		
	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	N/A
<b>(8) Reading/Comprehension of Literary Text/Sensory Language.</b>		
	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.	Grade 4 Fiction Stories: The Big Blog Adventure, Holiday Spectacular, Theft in the Garden, The Haunted House, Enough Bullying, Road Trip and Stone Soup  During Reading: Facts and Details
<b>(9) Reading/Comprehension of Text/Independent Reading.</b>		
	Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	<b>Online Program:</b> Students read passages independently and complete a wide range of during reading and post reading activities to gauge their understanding. All responses are saved in the BrightFish Reading management system and teachers can use their online dashboard to track progress and areas of difficulty. <b>Small Group Activities:</b> Story discussion

BRIGHTFISH READING: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA GRADE 4

TEKS STANDARD 110.15	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(10) Reading/Comprehension of Informational Text/Culture and History.</b>		
	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.	Grade 4 Non-Fiction Stories: Alexander's Horse, Hold Your Horses, Mars  Comprehension Activities: During Reading – Facts and Details Post Reading – Key Ideas and Meaning
<b>(11) Reading/Comprehension of Informational Text/Expository Text.</b>		
	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	Grade 4 Non-Fiction Stories: Alexander's Horse, Hold Your Horses, Mars
(A)	summarize the main idea and supporting details in text in ways that maintain meaning;	Comprehension Activities: During Reading – Facts and Details
(B)	distinguish fact from opinion in a text and explain how to verify what is a fact;	Comprehension Activities: During Reading – Facts and Details Post Reading – Key Ideas and Meaning
(C)	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and	Comprehension Activities: During Reading – Facts and Details Post Reading – Key Ideas and Meaning
(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	N/A
<b>(12) Reading/Comprehension of Informational Text/Persuasive Text.</b>		
	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain	N/A

BRIGHTFISH READING: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA GRADE 4

TEKS STANDARD 110.15	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
	how an author uses language to present information to influence what the reader thinks or does.	
<b>(13)</b>	<b>Reading/Comprehension of Informational Text/Procedural Texts.</b>	
	Students understand how to glean and use information in procedural texts and documents. Students are expected to:	N/A
<b>(A)</b>	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and	N/A
<b>(B)</b>	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	N/A
<b>(14)</b>	<b>Reading/Media Literacy.</b>	
	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. . Students continue to apply earlier standards with greater depth in increasingly more complex texts.	
<b>(A)</b>	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	N/A
<b>(B)</b>	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and	N/A
<b>(C)</b>	compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).	N/A

BRIGHTFISH READING: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA GRADE 4

TEKS STANDARD 110.15	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
	<b>Reading/Comprehension Skills.</b>	
	Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.	Grade 4 Fiction and Non-Fiction Stories: The Big Blog Adventure, Alexander's Horse, Hold Your Horses, Holiday Spectacular, Theft in the Garden, The Haunted House, Enough Bullying, Mars, Road Trip and Stone Soup
(A)	establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;	Introduction
(B)	ask literal, interpretive, and evaluative questions of text;	Small Group Activities: Story discussion
(C)	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	During Reading – Facts and Details Small Group Activities: Story discussion, Read aloud
(D)	make inferences about text and use textual evidence to support understanding;	During Reading – Facts and Details Post Reading – Key Ideas and Meaning
(E)	summarize information in text, maintaining meaning and logical order; and	During Reading – Facts and Details Small Group Activities: Story discussion
(F)	make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence	Small Group Activities: Story discussion Mini-lesson

**BrightFish Reading - Alignment to Texas Essential Knowledge and Skills for English Language Arts and Reading – Grade 5, TEKS Standard 110.16**

N/A = Not Applicable.

TEKS STANDARD 110.16	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(1) Reading Fluency.</b>		
	Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension..	BrightFish Reading breaks down grade-level text into manageable chunks so that students can “construct” text from words to full passages. Students work on Word Recognition Fluency and Vocabulary from the text, then demonstrate their understanding in higher-order comprehension activities. Small Group read-aloud and discussion activities further develop fluency and offer opportunities to demonstrate comprehension.
<b>(2) Reading/Vocabulary Development.</b>		
	Students understand new vocabulary and use it when reading and writing. :	Grade 5 Fiction and Non-Fiction Stories: Colossal Coaster, Medieval Legend; The Butterfly: A Chinese Tale, The Longest 15 Minutes, Charlie and the Chocolate Factory, Paused, The Underdogs, Goliath Frogs
(A)	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	All grade 5 fiction and non-fiction stories Pre-reading: Vocabulary
(B)	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar/multiple meaning words;	All grade 5 fiction and non-fiction stories Pre-reading: Vocabulary; Comprehension – During Reading: Facts and Details

BRIGHTFISH READING: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA GRADE 5

TEKS STANDARD 110.16	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
(C)	produce analogies with known antonyms and synonyms;	All grade 5 fiction and non-fiction stories Pre-reading: Vocabulary
(D)	identify and explain the meaning of common idioms, adages, and other sayings; and	Selected fiction and non-fiction stories: Colossal Coaster, The Butterfly: A Chinese Tale, Charlie and the Chocolate Factory, The Underdogs,  Pre-reading: Vocabulary; Comprehension – During Reading: Facts and Details
(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.	Small Group Activities: Mini-lesson.
<b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b>		
	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Grade 5 Fiction Stories: Colossal Coaster, The Butterfly: A Chinese Tale, The Longest 15 Minutes, Paused, The Underdogs
(A)	compare and contrast the themes or moral lessons of several works of fiction from various cultures;	All grade 5 fiction stories.  Comprehension Activities: During Reading: Facts and Details
(B)	describe the phenomena explained in origin myths from various cultures; and	The Butterfly: A Chinese Tale Small Group Activity: Mini-lesson
(C)	explain the effect of a historical event or movement on the theme of a work of literature.	N/A

TEKS STANDARD 110.16	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(4) Reading/Comprehension of Literary Text/Poetry.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	N/A  Poetry is not addressed in Grade 5 Stories
<b>(5) Reading/Comprehension of Literary Text/Drama.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.	N/A  Drama is not addressed in Grade 5 Stories
<b>(6) Reading/Comprehension of Literary Text/Fiction.</b>		
	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	Grade 5 Fiction Stories: Colossal Coaster, The Butterfly: A Chinese Tale, The Longest 15 Minutes, Paused, The Underdogs
(A)	describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	All grade 5 fiction stories  Comprehension Activities: During Reading: Facts and Details Small Group Activities: Story discussion

BRIGHTFISH READING: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA GRADE 5

TEKS STANDARD 110.16	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
(B)	explain the roles and functions of characters in various plots, including their relationships and conflicts; and	All grade 5 fiction stories  Comprehension Activities: During Reading: Facts and Details Small Group Activities: Story discussion
(C)	explain different forms of third-person points of view in stories.	All grade 5 fiction stories  Comprehension Activities: During Reading: Facts and Details Small Group Activities: Story discussion
<b>(7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b>		
	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	N/A
<b>(8) Reading/Comprehension of Literary Text/Sensory Language.</b>		
	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.	Grade 5 Fiction Stories: Colossal Coaster, The Butterfly: A Chinese Tale, The Longest 15 Minutes, Paused, The Underdogs  Comprehension Activities: During Reading: Facts and Details Small Group Activities: Story discussion



TEKS STANDARD 110.16	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(9) Reading/Comprehension of Text/Independent Reading.</b>		
	Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	<p><b>Online Program:</b> Students read passages independently and complete a wide range of during reading and post reading activities to gauge their understanding. All responses are saved in the BrightFish Reading management system and teachers can use their online dashboard to track progress and areas of difficulty.</p> <p>Small Group Activities: Story discussion</p>
<b>(10) Reading/Comprehension of Informational Text/Culture and History.</b>		
	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	<p>Grade 5 Non-Fiction Stories: Medieval Legend, Charlie and the Chocolate Factory, Goliath Frogs</p> <p>Comprehension Activities: During Reading – Facts and Details Post Reading – Key Ideas and Meaning</p>
<b>(11) Reading/Comprehension of Informational Text/Expository Text.</b>		
	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	Grade 5 Non-Fiction Stories: Medieval Legend, Charlie and the Chocolate Factory, Goliath Frogs
(A)	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;	<p>All grade 5 non-fiction stories</p> <p>Comprehension Activities: During Reading – Facts and Details Post Reading – Key Ideas and Meaning</p>

BRIGHTFISH READING: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA GRADE 5

TEKS STANDARD 110.16	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
(B)	determine the facts in text and verify them through established methods;	All grade 5 non-fiction stories Comprehension Activities: During Reading – Facts and Details Post Reading – Key Ideas and Meaning
(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;	All grade 5 non-fiction stories Comprehension Activities: During Reading – Facts and Details Post Reading – Key Ideas and Meaning
(D)	use multiple text features and graphics to gain an overview of the contents of text and to locate information; and	N/A
(E)	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	Post Reading – Key Ideas and Meaning Small Group Activities: Mini-lesson
<b>(12) Reading/Comprehension of Informational Text/Persuasive Text.</b>		
	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	N/A
(A)	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and	N/A
(B)	recognize exaggerated, contradictory, or misleading statements in text.	N/A

TEKS STANDARD 110.16	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
<b>(13) Reading/Comprehension of Informational Text/Procedural Texts.</b>		
	Students understand how to glean and use information in procedural texts and documents.	N/A
<b>(A)</b>	interpret details from procedural text to complete a task, solve a problem, or perform procedures; and	N/A
<b>(B)</b>	interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	N/A
<b>(14) Reading/Media Literacy.</b>		
	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.	N/A
<b>(A)</b>	explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	N/A
<b>(B)</b>	consider the difference in techniques used in media (e.g., commercials, documentaries, news);	N/A
<b>(C)</b>	identify the point of view of media presentations; and	N/A
<b>(D)</b>	analyze various digital media venues for levels of formality and informality.	

TEKS STANDARD 110.16	KNOWLEDGE AND SKILLS DESCRIPTION	BRIGHTFISH READING ACTIVITY
	<b>Reading/Comprehension Skills.</b>	
	Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.	Grade 5 Fiction and Non-Fiction Stories: Colossal Coaster, Medieval Legend; The Butterfly: A Chinese Tale, The Longest 15 Minutes, Charlie and the Chocolate Factory, Paused, The Underdogs, Goliath Frogs
(A)	establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;	All fiction and non-fiction stories Introduction
(B)	ask literal, interpretive, evaluative, and universal questions of text;	All fiction and non-fiction stories Small Group Activities: Story discussion
(C)	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	All fiction and non-fiction stories Small Group Activities: Story discussion, Read aloud
(D)	make inferences about text and use textual evidence to support understanding;	All fiction and non-fiction stories Comprehension Activities: During Reading – Facts and Details Post Reading – Key Ideas and Meaning
(E)	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts;	All fiction and non-fiction stories Small Group Activities: Story discussion
(F)	make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence	All fiction and non-fiction stories Small Group Activities Story discussion Mini-lesson: identify thematic links across texts in Grade 5 Stories