



TEXAS EDUCATION AGENCY

Grade 1 Curriculum Supporting Grade 3 Reading TAKS Developed by Keith Mahler



Learning for Life Reading TAKS Curriculum Support Process
Grade 1 Preparation for Grade 3 Reading TAKS
Developed by Keith Mahler

- I. Testing Requirements for Grade 3 Reading TAKS:
 - A. Reviewed Grade 1 Reading TAKS Objectives and Specifications measured on Grade 3 TAKS exams:
 - 1. Grade 1 student expectations being tested at Grade 3
 - 2. Grade 3 reading selections in TAKS exams
 - B. Reviewed Grade 3 Reading TAKS exams available from the Texas Education Agency:
 - 1. Type and number of questions
 - 2. Type and number of reading selections
 - 3. Genres of reading selections
- II. Learning for Life curriculum lessons and reading selections by category:
 - A. Reviewed Grade 1 lessons by category to best match lessons to Grade 3 Reading TAKS preparation
 - B. Reviewed Grade 1 reading selections by category to best match reading selections to Grade 3 Reading TAKS preparation
- III. Development of Learning for Life TAKS Reading curriculum support document for Grade 1:
 - A. Recommended Grade 1 Learning for Life lessons with the best connection to Grade 3 Reading TAKS objectives and specifications
 - B. Recommended Grade 1 Learning for Life reading selections with the best connection to Grade 3 Reading TAKS objectives and specifications. All recommended reading selections are available from the Tom Green County Library System.
 - C. Highlighted Grade 1 Reading TAKS Objectives and Specifications supported by Grade 1 Learning for Life lessons and reading selections

Learning for Life Lessons for Grade 1
Supporting Grade 3 Reading TAKS Preparation
Developed by Keith Mahler

I. Learning for Life Categories and Lessons:

- A. Category: Respect
 - 1. Lesson--Ethnic Heritage
 - 2. Lesson--Respecting My Peers
- B. Category: Responsibility
 - 1. Lesson--Being a Good Worker
 - 2. Lesson--Being Responsible
 - 3. Lesson--Gangs
 - 4. Lesson--Making Good Decisions
 - 5. Lesson--Meeting Deadlines
- C. Category: Honesty/Trust
 - 1. Lesson--How I Learn From My Mistakes
 - 2. Lesson--When People Lie To Me
- D. Category: Caring/Fairness
 - 1. Lesson--Getting Along With Others
 - 2. Lesson--Pet Care
- E. Category: Perseverance
 - 1. Lesson--Never Lose Sight
 - 2. Lesson--Overcoming Poor Decisions
- F. Category: Self-Discipline
 - 1. Lesson--Building My Self-Confidence
 - 2. Lesson--Developing Good Listening Skills
- G. Category: Courage
 - 1. Lesson--Accepting Consequences
 - 2. Lesson--Building My Courage
- H. Category: Citizenship
 - 1. Lesson--Community
 - 2. Lesson--Conservation
- I. Category: Life Skills
 - 1. Lesson--Classic Literature

II. Learning for Life Categories and Reading Selections:

- A. Category: Respect
 - 1. Reading Selection--Arthur's Eyes by M. Brown
 - 2. Reading Selection--Arthur's Nose by M. Brown
 - 3. Reading Selection--Frog and Toad Together by A. Lobel
 - 4. Reading Selection--Frog and Toad are Friends by A. Lobel
 - 5. Reading Selection--Frog and Toad all Year by A. Lobel
 - 6. Reading Selection--George and Martha by J. Marshall
 - 7. Reading Selection--George and Martha Encore by J. Marshall
 - 8. Reading Selection--George and Martha One Fine Day by J. Marshall
 - 9. Reading Selection--Meet M and M by P. Ross
- B. Category: Responsibility
 - 1. Reading Selection--Berenstain Bears' Trouble at School by S. Berenstain
 - 2. Reading Selection--Biggest Bear by L. Ward
 - 3. Reading Selection--Keep the Lights Burning, Abbie by P. and C. Roop
 - 4. Reading Selection--Little Toot by H. Gramatky
- C. Category: Honesty/Trust
 - 1. Reading Selection--Bargain for Frances by R. Hoban
 - 2. Reading Selection--Crow Boy by T. Yashima
 - 3. Reading Selection--Drinking Gourd by F. Monjo
 - 4. Reading Selection--The Little Engine That Could by W. Piper

D. Category: Caring/Fairness

1. Reading Selection--Arthur's Pen Pal by L. Hogan
2. Reading Selection--Best Train Set Ever by P. Hutchins
3. Reading Selection--Case of the Double-Cross by C. Bonsall
4. Reading Selection--Daniel's Duck by C. R. Bulla
5. Reading Selection--Nice New Neighbors by F. Brandenburg
6. Reading Selection--Mooch The Messy by M. Sharmat

E. Category: Perseverance

1. Reading Selection--The Little Engine That Could by W. Piper
2. Reading Selection--Mike Mulligan and his Steam Shovel by V. Burton
3. Reading Selection--Oliver Button is a Sissy by T. DePoala
4. Reading Selection--The Tortoise and the Hare by Aesop
5. Reading Selection--When Will I Read? by M. Cohen

F. Category: Self-Discipline

1. Reading Selection--Crow Boy by T. Yashima
2. Reading Selection--Daniel's Duck by C. Bulla
3. Reading Selection--Miss Rumphius by B. Cooney
4. Reading Selection--See You Tomorrow, Charles by M. Cohen
5. Reading Selection--The Rough-Face Girl by R. Martin

G. Category: Courage

1. Reading Selection--Keep the Lights Burning, Abbie by P. and C. Roop
2. Reading Selection--Oliver Button is a Sissy by T. DePoala
3. Reading Selection--See You Tomorrow, Charles by M. Cohen

4. Reading Selection--The Rough-Face Girl by R. Martin

H. Category: Citizenship

1. Reading Selection--Crow Boy by T. Yashima
2. Reading Selection--The Day Gogo Went to Vote by Sisulu
3. Reading Selection--The Keeping Quilt by P. Polacco
4. Reading Selection--King Wacky by D. Gackenbach
5. Reading Selection--Old Henry by J. Blos
6. Reading Selection--Seven Brave Women by Hearne
7. Reading Selection--Watch the Stars Come Out by R. Levinson

I. Category: Life Skills

1. Reading Selection--Bambi by F. Salten *
2. Reading Selection--Black Beauty by A. Sewell *
3. Reading Selection--Lassie Come Home by E. Knight *
4. Reading Selection--Star Boy by P. Gable

* Selections for Advanced Students and for Group Oral Reading

**Grade 1 Reading TAKS Objectives and
Student Expectations**
Supporting Grade 3 Reading TAKS Preparation
Developed by Keith Mahler

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

(3.5) **Reading/word identification.** The student uses a variety of word identification strategies. The student is expected to

(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3); and

- (E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3).

(3.7) **Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to

- (B) read from a variety of genres [for pleasure and] to acquire information [from both print and electronic sources] (2-3).

(3.8) **Reading/vocabulary development.** The student develops an extensive vocabulary. The student is expected to

- (C) use [resources and references such as beginners' dictionaries, glossaries, available technology, and] context to build word meanings and to confirm pronunciations of words (2-3); and
- (D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words] (3).

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

- (C) retell [or act out the order of] important events in stories (K-3); and

- (H) produce summaries of text selections (2-3).

Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.

(3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to

- (H) analyze characters, including their traits, feelings, relationships, and changes (1-3);

- (I) identify the importance of the setting to a story's meaning (1-3); and

- (J) recognize the story problem(s) or plot (1-3)

Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

- (C) retell [or act out] the order of important events in stories (K-3); and

- (I) represent text information in different ways, including story maps, graphs, and charts (2-3).

(3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to

- (A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3); and

- (C) recognize the distinguishing features of familiar genres, including stories, [poems,] and informational texts (1-3).

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to

- (F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3); and

- (J) distinguish fact from opinion in various texts, including news stories and advertisements (3).

(3.10) **Reading/literary response.** The student responds to various texts. The student is expected to

- (C) support interpretations or conclusions with examples drawn from text (2-3).