



mCLASS[®] Intervention Alignment With the Texas Essential Knowledge and Skills

mCLASS Intervention is an intervention program that provides deep coverage for K-G6 in critical literacy skills, including foundational skills (phonological awareness, phonics, decoding, fluency), vocabulary, and comprehension. The program combines the mCLASS DIBELS assessment with the intensive intervention support of the intervention program. The purpose of this document is to illustrate the level of alignment of mCLASS Intervention with the Texas Essential Knowledge and Skills (TEKS; adopted in 2017), with a focus on the instructional component of the program.

Methodology for Establishing Alignment Between mCLASS Intervention and the Texas Essential Knowledge and Skills

Alignment of mCLASS Intervention with the TEKS was conducted using the Achieve Model (Case, Jorgesen, & Zucker, 2004), a rigorous model of alignment. The Achieve Model includes five alignment criteria: balance, range, performance centrality, challenge, and content centrality. Of the five criteria, content centrality is most appropriate when examining the alignment of mCLASS Intervention with the TEKS because this criterion compares the content of instruction to the corresponding standard.

The majority of the alignment between mCLASS Intervention and the TEKS is *clearly consistent*: the content of mCLASS Intervention directly corresponds to specific standards within each of the strands. *Somewhat consistent* alignment also occurs for some components, where mCLASS Intervention aligns with the content of the Essential Knowledge but not necessarily all of the Skills or require only some elements of a Skill. An example of *clearly* and *somewhat consistent* alignment for Grade 1 is shown in Table 1.

Table 1. Examples of Clearly Consistent and Somewhat Consistent Alignment Between mCLASS Intervention and the Texas Essential Knowledge and Skills

Grade Level	Strand	Essential Knowledge and Skill	Subskill	Content Centrality	Explanation
1	(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by:	(i) decoding words in isolation and in context by applying common letter sound correspondences;	Clearly Consistent	Students practice their knowledge of letter/sound correspondence by decoding words with regular spellings.
2	(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.		Somewhat Consistent	Students learn and work on vocabulary words by identifying synonyms and antonyms, and using words in context. Lessons do not cover idioms or homographs in context.

The alignment of mCLASS Intervention and the Texas Essential Knowledge and Skills according to content centrality is shown in the table below.

Table 2. Alignment of mCLASS Intervention with the TEKS

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
KINDERGARTEN			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively and ask questions to understand information and answer questions using multi-word responses;		*
	(B) restate and follow oral directions that involve a short, related sequence of actions;		P
	(C) share information and ideas by speaking audibly and clearly using the conventions of language;		*
	(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and		*
	(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.		*
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by:	(i) identifying and producing rhyming words;	*
		(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	*
		(iii) identifying the individual words in a spoken sentence;	*
		(iv) identifying syllables in spoken words;	*
		(v) blending syllables to form multisyllabic words;	*
		(vi) segmenting multisyllabic words into syllables;	*
		(vii) blending spoken onsets and rimes to form simple	*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
		words;	
		(viii) blending spoken phonemes to form one-syllable words;	*
		(ix) manipulating syllables within a multisyllabic word; and	*
		(x) segmenting spoken one-syllable words into individual phonemes;	*
	(B) demonstrate and apply phonetic knowledge by:	(i) identifying and matching the common sounds that letters represent;	*
		(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	*
		(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	*
		(iv) identifying and reading at least 25 high-frequency words from a research-based list;	*
	(C) demonstrate and apply spelling knowledge by:	(i) spelling words with VC, CVC, and CCVC;	*
		(ii) spelling words using sound-spelling patterns; and	*
		(iii) spelling high-frequency words from a research-based list;	*
	(D) demonstrate print awareness by:	(i) identifying the front cover, back cover, and title page of a book;	*
		(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	*
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word		*	

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
		boundaries;	
		(iv) recognizing the difference between a letter and a printed word; and	*
		(v) identifying all uppercase and lowercase letters; and	*
	(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.		*
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and		*
	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.		*
GRADE 1			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;		*
	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;		P
	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;		*
	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention	
	others, speaking when recognized, and making appropriate contributions; and			
	(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.		*	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by:	(i) producing a series of rhyming words;	*	
		(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	*	
		(iii) distinguishing between long and short vowel sounds in one-syllable words;	*	
		(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	*	
		(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	*	
		(vi) manipulating phonemes within base words; and	*	
		(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	*	
		(i) decoding words in isolation and in context by applying common letter sound correspondences;	*	
		(B) demonstrate and apply phonetic knowledge by:	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;	*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
		(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	*
		(iv) using knowledge of base words to decode common compound words and contractions;	*
		(v) decoding words with inflectional endings, including -ed, -s, and -es; and	*
		(vi) identifying and reading at least 100 high-frequency words from a research-based list;	*
	(C) demonstrate and apply spelling knowledge by:	(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	*
		(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;	*
		(iii) spelling words using sound-spelling patterns; and	*
		(iv) spelling high-frequency words from a research-based list;	*
	(D) demonstrate print awareness by identifying the information that different parts of a book provide;		*
	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and		
	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;		*
	(C) identify the meaning of words with the affixes -s, -ed, and -ing; and		*
	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.		*
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.			*
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.			P

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<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	(A) establish purpose for reading assigned and self-selected texts with adult assistance;		*
	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;		*
	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;		*
	(D) create mental images to deepen understanding with adult assistance;		*
	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;		*
	(F) make inferences and use evidence to support understanding with adult assistance;		*
	(G) evaluate details to determine what is most important with adult assistance;		*
	(H) synthesize information to create new understanding with adult assistance; and		*
	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.		*
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The</p>	(A) describe personal connections to a variety of sources;		*
	(B) write brief comments on literary or informational texts;		

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challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence to support an appropriate response;		*
	(D) retell texts in ways that maintain meaning;		*
	(E) interact with sources in meaningful ways such as illustrating or writing; and		
	(F) respond using newly acquired vocabulary as appropriate.		*
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance;		*
	(B) describe the main character(s) and the reason(s) for their actions;		*
	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and		*
	(D) describe the setting.		*
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical,	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;		*
	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;		*
	(C) discuss elements of drama such as characters and setting;		*

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and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including:	(i) the central idea and supporting evidence with adult assistance;	*
		(ii) features and simple graphics to locate or gain information; and	*
		(iii) organizational patterns such as chronological order and description with adult assistance;	*
	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and		*
	(F) recognize characteristics of multimodal and digital texts.		
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) discuss the author's purpose for writing text;		*
	(B) discuss how the use of text structure contributes to the author's purpose;		*
	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;		*
	(D) discuss how the author uses words that help the reader visualize; and		*
	(E) listen to and experience first- and third-person texts.		*
GRADE 2			

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;		*
	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;		P
	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;		*
	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and		*
	(E) develop social communication such as distinguishing between asking and telling.		*
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	(A) demonstrate phonological awareness by:	(i) producing a series of rhyming words;	*
		(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;	*
		(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	*
		(iv) manipulating phonemes within base words;	*
	(B) demonstrate and apply phonetic knowledge by:	(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	*

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		(ii) decoding words with silent letters such as knife and gnat;	*
		(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	*
		(iv) decoding compound words, contractions, and common abbreviations;	*
		(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	*
		(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	*
		(vii) identifying and reading high-frequency words from a research-based list;	*
		(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	*
	(C) demonstrate and apply spelling knowledge by:	(ii) spelling words with silent letters such as knife and gnat;	*
		(iii) spelling compound words, contractions, and common abbreviations;	*
		(iv) spelling multisyllabic words with multiple sound-spelling patterns;	*

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		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	*
		(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;	*
	(D) alphabetize a series of words and use a dictionary or glossary to find words; and		
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;		*
	(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and		*
	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.		*
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.			*
(5) Developing and sustaining foundational language skills:			P

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listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts;		*
	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;		*
	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;		*
	(D) create mental images to deepen understanding;		*
	(E) make connections to personal experiences, ideas in other texts, and society;		*
	(F) make inferences and use evidence to support understanding;		*
	(G) evaluate details read to determine key ideas;		*
	(H) synthesize information to create new understanding; and		*

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	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.		*
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources;		*
	(B) write brief comments on literary or informational texts that demonstrate an understanding of the text ;		
	(C) use text evidence to support an appropriate response;		*
	(D) retell and paraphrase texts in ways that maintain meaning and logical order;		*
	(E) interact with sources in meaningful ways such as illustrating or writing; and		
	(F) respond using newly acquired vocabulary as appropriate.		*
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance;		*
	(B) describe the main character's (characters') internal and external traits;		*
	(C) describe and understand plot elements, including the main events, the conflict , and the resolution, for texts read aloud and independently; and		*
	(D) describe the importance of the setting.		*

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;		*
	(B) explain visual patterns and structures in a variety of poems;		
	(C) discuss elements of drama such as characters, dialogue, and setting;		*
	(D) recognize characteristics and structures of informational text, including:	(i) the central idea and supporting evidence with adult assistance;	*
		(ii) features and graphics to locate and gain information; and	*
		(iii) organizational patterns such as chronological order and cause and effect stated explicitly;	*
	(E) recognize characteristics of persuasive text, including:	(i) stating what the author is trying to persuade the reader to think or do; and	*
(ii) distinguishing facts from opinion; and		*	
(F) recognize characteristics of multimodal and digital texts.			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a</p>	(A) discuss the author's purpose for writing text;		*
	(B) discuss how the use of text structure contributes to the author's purpose;		*
	(C) discuss the author's use of print and graphic features to achieve specific purposes;		

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variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) discuss the use of descriptive, literal, and figurative language;		
	(E) identify the use of first or third person in a text; and		*
	(F) identify and explain the use of repetition.		*
GRADE 3			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;		*
	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;		P
	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;		P
	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and		*
	(E) develop social communication such as conversing politely in all situations.		*
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through	(A) demonstrate and apply phonetic knowledge by:	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	*
		(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and	*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		final stable syllables;	
		(iii) decoding compound words, contractions, and abbreviations;	*
		(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	*
		(v) decoding words using knowledge of prefixes;	*
		(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	*
		(vii) identifying and reading high-frequency words from a research-based list;	*
		(B) demonstrate and apply spelling knowledge by:	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
	(ii) spelling homophones;		*
	(iii) spelling compound words, contractions, and abbreviations;		P
	(iv) spelling multisyllabic words with multiple sound-spelling patterns;		*
	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
		(vi) spelling words using knowledge of prefixes; and	*
		(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	*
	(C) alphabetize a series of words to the third letter; and		
	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.		
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;		
	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;		*
	(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and		*
	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.		*
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency			*

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and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.			
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.			P
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts;		*
	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;		*
	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;		*
	(D) create mental images to deepen understanding;		*
	(E) make connections to personal experiences, ideas in other texts, and society;		*
	(F) make inferences and use evidence to support understanding;		*

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	(G) evaluate details read to determine key ideas;		*
	(H) synthesize information to create new understanding; and		*
	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.		*
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources, including self-selected texts;		*
	(B) write a response to a literary or informational text that demonstrates an understanding of a text;		
	(C) use text evidence to support an appropriate response;		*
	(D) retell and paraphrase texts in ways that maintain meaning and logical order;		*
	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;		
	(F) respond using newly acquired vocabulary as appropriate; and		*
	(G) discuss specific ideas in the text that are important to the meaning.		*
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple	(A) infer the theme of a work, distinguishing theme from topic;		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) explain the relationships among the major and minor characters;		*
	(C) analyze plot elements, including the sequence of events, the conflict , and the resolution; and		*
	(D) explain the influence of the setting on the plot.		*
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;		*
	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;		
	(C) discuss elements of drama such as characters, dialogue, setting, and acts;		
	(D) recognize characteristics and structures of informational text, including:	(i) the central idea with supporting evidence;	*
		(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	*
		(iii) organizational patterns such as cause and effect and problem and solution;	*
	(E) recognize characteristics and structures of argumentative text by:	(i) identifying the claim;	*
(ii) distinguishing facts from opinion; and		*	

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
		(iii) identifying the intended audience or reader; and	*
	(F) recognize characteristics of multimodal and digital texts.		
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) explain the author's purpose and message within a text;		*
	(B) explain how the use of text structure contributes to the author's purpose;		*
	(C) explain the author's use of print and graphic features to achieve specific purposes;		
	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;		
	(E) identify the use of literary devices, including first- or third-person point of view;		*
	(F) discuss how the author's use of language contributes to voice; and		*
	(G) identify and explain the use of hyperbole .		
GRADE 4			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
<p>thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;		P
	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and		P
	(D) work collaboratively with others to develop a plan of shared responsibilities.		*
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	(A) demonstrate and apply phonetic knowledge by:	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;	*
		(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	*
		(iii) decoding words using advanced knowledge of syllable division patterns such as VV;	*
		(iv) decoding words using knowledge of prefixes;	*
		(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	*
		(vi) identifying and reading high-frequency words from a research-based list;	*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
	(B) demonstrate and apply spelling knowledge by:	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	*
		(ii) spelling homophones;	*
		(iii) spelling multisyllabic words with multiple sound-spelling patterns;	*
		(iv) spelling words using advanced knowledge of syllable division patterns;	*
		(v) spelling words using knowledge of prefixes; and	*
		(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	*
	(C) write legibly in cursive to complete assignments.		
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;		
	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;		*
	(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
	(D) identify, use, and explain the meaning of homophones such as reign/rain.		
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.			*
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.			P
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is	(A) establish purpose for reading assigned and self-selected texts;		*
	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
expected to:	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;		*
	(D) create mental images to deepen understanding;		*
	(E) make connections to personal experiences, ideas in other texts, and society;		*
	(F) make inferences and use evidence to support understanding;		*
	(G) evaluate details read to determine key ideas;		*
	(H) synthesize information to create new understanding; and		*
	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.		*
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources, including self-selected texts;		*
	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;		
	(C) use text evidence to support an appropriate response;		*
	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;		
	(F) respond using newly acquired vocabulary as appropriate; and		*
	(G) discuss specific ideas in the text that are important to the meaning.		*
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) infer basic themes supported by text evidence;		*
	(B) explain the interactions of the characters and the changes they undergo;		*
	(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and		*
	(D) explain the influence of the setting, including historical and cultural settings, on the plot.		*
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;		*
	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;		P
	(C) explain structure in drama such as character tags, acts, scenes, and stage directions;		*
	(D) recognize characteristics and structures of informational text, including:	(i) the central idea with supporting evidence;	*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
		(ii) features such as pronunciation guides and diagrams to support understanding; and	
		(iii) organizational patterns such as compare and contrast;	*
	(E) recognize characteristics and structures of argumentative text by:	(i) identifying the claim;	*
		(ii) explaining how the author has used facts for an argument; and	*
		(iii) identifying the intended audience or reader; and	*
	(F) recognize characteristics of multimodal and digital texts.		
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is	(A) explain the author's purpose and message within a text;		*
	(B) explain how the use of text structure contributes to the author's purpose;		*
	(C) analyze the author's use of print and graphic features to achieve specific purposes;		
	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;		P
	(E) identify and understand the use of literary devices, including first- or third-person point of view;		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
	(F) discuss how the author's use of language contributes to voice; and		*
	(G) identify and explain the use of anecdotes .		
GRADE 5			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;		*
	(B) follow, restate, and give oral instructions that include multiple action steps;		P
	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and		*
	(D) work collaboratively with others to develop a plan of shared responsibilities.		*
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by:	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;	*
		(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	*
		(iii) decoding words using advanced knowledge of syllable division patterns;	*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
		(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and	*
		(v) identifying and reading high-frequency words from a research-based list;	*
	(B) demonstrate and apply spelling knowledge by:	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	*
		(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;	
		(iii) spelling multisyllabic words with multiple sound-spelling patterns;	*
		(iv) spelling words using advanced knowledge of syllable division patterns;	*
		(v) spelling words using knowledge of prefixes; and	*
		(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	*
	(C) write legibly in cursive.		
	(3) Developing and sustaining foundational language skills:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;		*
	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and		*
	(D) identify, use, and explain the meaning of adages and puns.		
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.			*
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.			P

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	(A) establish purpose for reading assigned and self-selected texts;		*
	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;		*
	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;		*
	(D) create mental images to deepen understanding;		*
	(E) make connections to personal experiences, ideas in other texts, and society;		*
	(F) make inferences and use evidence to support understanding;		*
	(G) evaluate details read to determine key ideas;		*
	(H) synthesize information to create new understanding; and		*
	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.		*
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly</p>	(A) describe personal connections to a variety of sources, including self-selected texts;		*
	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;		

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
are read, heard, or viewed. The student is expected to:	(C) use text evidence to support an appropriate response;		*
	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;		*
	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;		
	(F) respond using newly acquired vocabulary as appropriate; and		*
	(G) discuss specific ideas in the text that are important to the meaning.		*
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) infer multiple themes within a text using text evidence;		*
	(B) analyze the relationships of and conflicts among the characters;		*
	(C) analyze plot elements, including rising action, climax, falling action, and resolution; and		*
	(D) analyze the influence of the setting, including historical and cultural settings, on the plot.		*
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;		*
	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;		P

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
<p>across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	(C) explain structure in drama such as character tags, acts, scenes, and stage directions;		*
	(D) recognize characteristics and structures of informational text, including:	(i) the central idea with supporting evidence;	*
		(ii) features such as insets, timelines, and sidebars to support understanding; and	*
		(iii) organizational patterns such as logical order and order of importance;	*
	(E) recognize characteristics and structures of argumentative text by:	(i) identifying the claim;	*
		(ii) explaining how the author has used facts for or against an argument; and	*
		(iii) identifying the intended audience or reader; and	*
(F) recognize characteristics of multimodal and digital texts.			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his	(A) explain the author's purpose and message within a text;		*
	(B) analyze how the use of text structure contributes to the author's purpose;		*
	(C) analyze the author's use of print and graphic features to achieve specific purposes;		*
	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
or her own products and performances. The student is expected to:	(E) identify and understand the use of literary devices, including first- or third-person point of view;		
	(F) examine how the author's use of language contributes to voice; and		*
	(G) explain the purpose of hyperbole, stereotyping, and anecdote .		
GRADE 6			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;		*
	(B) follow and give oral instructions that include multiple action steps;		*
	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;		*
	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.		*
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;		
	(B) use context such as definition, analogy, and examples to clarify the meaning of words;		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
vocabulary expressively. The student is expected to:	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.		*
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.			*
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected text;		*
	(B) generate questions about text before, during, and after reading to deepen understanding and gain information		*
	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;		*
	(D) create mental images to deepen understanding;		*
	(E) make connections to personal experiences, ideas in other texts, and society;		*
	(F) make inferences and use evidence to support understanding;		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
	(G) evaluate details read to determine key ideas;		*
	(H) synthesize information to create new understanding; and		*
	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.		*
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources, including self-selected texts;		*
	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;		
	(C) use text evidence to support an appropriate response;		*
	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;		*
	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;		
	(F) respond using newly acquired vocabulary as appropriate;		*
	(G) discuss and write about the explicit or implicit meanings of text		*
	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;		*

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
	(I) reflect on and adjust responses as new evidence is presented.		*
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) infer multiple themes within and across texts using text evidence;		*
	(B) analyze how the characters' internal and external responses develop the plot;		*
	(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback;		*
	(D) analyze how the setting, including historical and cultural settings, influences character and plot development.		*
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;		*
	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;		
	(C) analyze how playwrights develop characters through dialogue and staging;		*
	(D) analyze characteristics and structural elements of informational text, including:	(i) the controlling idea or thesis with supporting evidence;	*
		(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information;	

Strand	Essential Knowledge and Skills	Subskills	mCLASS Intervention
		(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	
	(E) analyze characteristics and structures of argumentative text by:	(i) identifying the claim;	*
		(ii) explaining how the author uses various types of evidence to support the argument;	*
		(iii) identifying the intended audience or reader;	*
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) explain the author's purpose and message within a text;		*
	(B) analyze how the use of text structure contributes to the author's purpose;		*
	(C) analyze the author's use of print and graphic features to achieve specific purposes;		*
	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;		*
	(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;		*
	(F) analyze how the author's use of language contributes to mood and voice;		P
	(G) explain the differences between rhetorical devices and logical fallacies.		

*** (Covered):** This standard is covered by mCLASS intervention.

P (Partial): mCLASS Intervention contains a variety of readings that cover the genre and topic criteria of the Texas Essential Knowledge and Skills (TEKS). However, as an Intervention program, it may not meet the entire breadth of reading materials suggested by the TEKS for each grade.

As mCLASS Intervention is a supplementary reading intervention program, it does not explicitly teach the following:

1. Language standards,
2. Speaking and Listening standards, and
3. Writing standards.

In addition, for Kindergarten, it does not explicitly teach comprehension skills, as it focuses on earlier skills such as phonological awareness and decoding. Some of the TEKS noted here are covered indirectly through the teaching of other overlapping standards and skill set criteria, and therefore will be marked as covered (*).

Conclusion

To meet the rigorous expectations of the Texas Essential Knowledge and Skills, students must have proficient reading skills including accurate and fluent reading of complex texts with strong comprehension. mCLASS Intervention was designed to be used as an intervention tool to support educators and students. The content of mCLASS Intervention aligns with the TEKS.

References

Case, B., Jorgensen, M., & Zucker, S. (2004). *Alignment in Educational Assessment*. New York: Pearson Education, Inc.