



Photo Adventure

Grades: K, 1, 2

States: Texas Essential Knowledge and Skills (TEKS)

Photo Adventure - All titles in this series correlate to these standards.
 Summary: Summary: Perfect for Common Core, this series pairs fiction and nonfiction text on the same topic in each book. Short stories about baby animals are paired with nonfiction information about the animals. The text is formatted to support both independent reading, as well as reading together with a parent, tutor or buddy. Each book features spectacular photography of baby animals in their natural habitat and includes reading comprehension questions.

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade: K - Adopted 2010

TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.6)	Reading/Comprehension of Literary Text/Theme and Genre. 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 LEVEL EXPECTATION	K.6 (A)	Identify elements of a story including setting, character, and key events.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.8)	Reading/Comprehension of Literary Text/Fiction. 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 LEVEL EXPECTATION	K.8 (B)	Describe characters in a story and the reasons for their actions.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.9)	Reading/Comprehension of Informational Text/Culture and History. 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 of an informational text heard.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.10)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	K.10 (A)	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.
GRADE LEVEL EXPECTATION	K.10 (B)	Retell important facts in a text, heard or read.
STUDENT EXPECTATION	(K.23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Kindergarten

STUDENT EXPECTATION	(K.1)	Reading/Comprehension Skills. 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:
GRADE LEVEL EXPECTATION	K.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	K.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Grade: 1 - Adopted 2010

TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	1.4 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
GRADE LEVEL EXPECTATION	1.4 (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).
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.5)	Reading/Fluency. 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.
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.9)	Reading/Comprehension of Literary Text/Fiction. 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 LEVEL EXPECTATION	1.9 (B)	Describe characters in a story and the reasons for their actions and feelings.
STUDENT EXPECTATION	(1.12)	Reading/Comprehension of Text/Independent Reading. 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.
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.14)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	1.14 (A)	Restate the main idea, heard or read.
GRADE LEVEL EXPECTATION	1.14 (B)	Identify important facts or details in text, heard or read.
GRADE LEVEL EXPECTATION	1.14 (D)	Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.
STUDENT EXPECTATION	(1.28)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
STUDENT EXPECTATION	(1.29)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills First Grade
STUDENT EXPECTATION	(1.1)	Reading/Comprehension Skills. 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:
GRADE LEVEL EXPECTATION	1.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	1.1 (D)	Make inferences about text and use textual evidence to support understanding.
GRADE LEVEL EXPECTATION	1.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Grade: 2 - Adopted 2010

TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.3)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	2.3 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
GRADE LEVEL EXPECTATION	2.3 (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).
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.4)	Reading/Fluency. 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.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.9)	Reading/Comprehension of Literary Text/Fiction. 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 LEVEL EXPECTATION	2.9 (B)	Describe main characters in works of fiction, including their traits, motivations, and feelings.
STUDENT EXPECTATION	(2.12)	Reading/Comprehension of Text/Independent Reading. 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.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.14)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	2.14 (A)	Identify the main idea in a text and distinguish it from the topic.
GRADE LEVEL EXPECTATION	2.14 (B)	Locate the facts that are clearly stated in a text.
STUDENT EXPECTATION	(2.29)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
STUDENT EXPECTATION	(2.3)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Second Grade
STUDENT EXPECTATION	(2.1)	Reading/Comprehension Skills. 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:
GRADE LEVEL EXPECTATION	2.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	2.1 (D)	Make inferences about text using textual evidence to support understanding.
GRADE LEVEL EXPECTATION	2.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.