Half and Half
Grades: 1, 2, 3
States: Texas Essential Knowledge and Skills (TEKS)

Half and Half – All titles in this series correlate to these standards.
Summary: Summary: Meet Common Core requirements for pairing two texts on the same topic with this innovative series! Each book in the series pairs a fiction story with nonfiction text. The first half of each book is a fictional story. Then, the second half presents nonfiction information on the same subject as the story.

Texas Essential Knowledge and Skills (TEKS)

Language Arts

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	(1.29)	Listening and Speaking/Teamwork. Students work productively with others in teams.

EXPECTATION		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	**2.1 (C)**	Monitor and adjust comprehension (e.g., using background knowledge, creating

EXPECTATION		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.

<div align="center">Grade: 3 - Adopted 2010</div>

TEKS	TX.110.14.	English Language Arts and Reading, Grade 3
STUDENT EXPECTATION	(3.2)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	3.2 (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	3.2 (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.110.14.	English Language Arts and Reading, Grade 3
STUDENT EXPECTATION	(3.3)	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.110.14.	English Language Arts and Reading, Grade 3
STUDENT EXPECTATION	(3.8)	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	3.8 (B)	Describe the interaction of characters including their relationships and the changes they undergo.
STUDENT EXPECTATION	(3.11)	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 and logical order (e.g., generate a reading log or journal; participate in book talks).
TEKS	TX.110.14.	English Language Arts and Reading, Grade 3
STUDENT EXPECTATION	(3.13)	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	3.13 (A)	Identify the details or facts that support the main idea.
GRADE LEVEL EXPECTATION	3.13 (B)	Draw conclusions from the facts presented in text and support those assertions with textual evidence.
TEKS	TX.110.14.	English Language Arts and Reading, Grade 3
STUDENT EXPECTATION	(3.20)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
GRADE LEVEL EXPECTATION	3.20 (C)	Write responses to literary or expository texts that demonstrate an understanding of the text.
STUDENT EXPECTATION	(3.30)	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 speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
STUDENT EXPECTATION	(3.31)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Third Grade
STUDENT EXPECTATION	(3.1)	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	3.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).

GRADE LEVEL EXPECTATION	3.1 (D)	Make inferences about text and use textual evidence to support understanding.
GRADE LEVEL EXPECTATION	3.1 (F)	Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.