



NISD Engage Conference 2026

Score a Touchdown with Authentic Text Interaction! &
Revising Skills for the Win!

Northwest ISD

T o s h M c G a u g h y
say it Mc-GOY

ENGAGE

To Receive Credit for
this session, make
sure you complete
the survey at the
end.





Please call me Tosh.
Please ask questions.
All resources & more
are linked in agenda.



<https://tinyurl.com/NWengageTosh>



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Digital access to this agenda & the links: <https://tinyurl.com/NWengageTosh>

Score a Touchdown with Authentic Text Interaction! SLIDES

Using Comprehension & Response TEKS Pairs for Authentic Text Interaction

Revising Skills for the Win! SLIDES

Revising Skills: Tested in Revising & on the ECR, Collaborative Drafting



Please keep in touch!

email: toshmcaughy@gmail.com

website:

www.tinyurl.com/ToshShares

weekly email update:

www.tinyurl.com/ToshWeeklyUpdate

Thank you for being here today.
Please share your feedback with me by
scanning the QR code. ~TM



<https://tinyurl.com/NWfbTosh>

My website (above) has many more resources, but the ones used in our session
are linked below. If you ever can't find something, please just email me.

[PowerPairs folder](#)

[PowerPair lesson links](#)

[What Do You Do With
an Idea folder](#)
[Legend of the
Bluebonnet](#)
[Hidden Figures folder](#)

[ECR All the Things](#)
[ECR rubrics by grade
level with links](#)

[Revising All the
Things](#)

[Assessed TEKS folder](#) (TEKS Clarifiers are linked)

[TEKS-based Strategies](#)

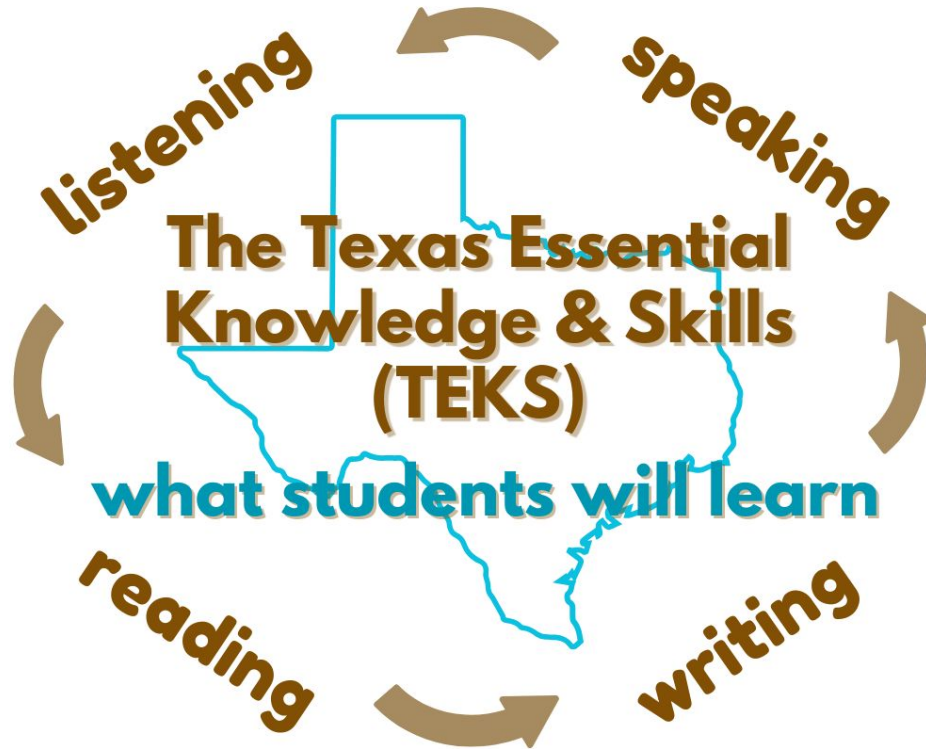
[TEKS bookmarked by strand](#)

[Shared Reads with Interaction Tasks](#)



The Language Domains

how students will learn



TEKS =
standards we teach in
Texas

STAAR =
state assessment that
measures student
mastery of those
standards

RLA TEKS STRANDS

ABC



“interconnected”

FOUNDATIONAL

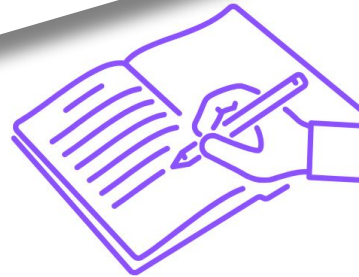
RESPONSE SKILLS



MULTIPLE GENRES



**AUTHOR'S
PURPOSE & CRAFT**

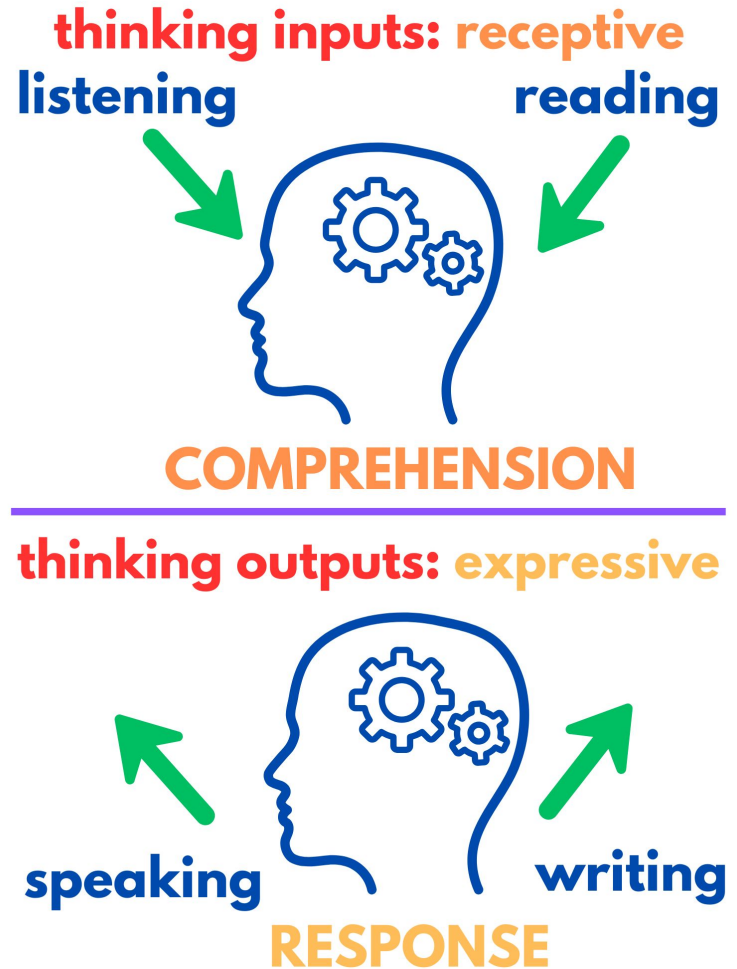


COMPOSITION



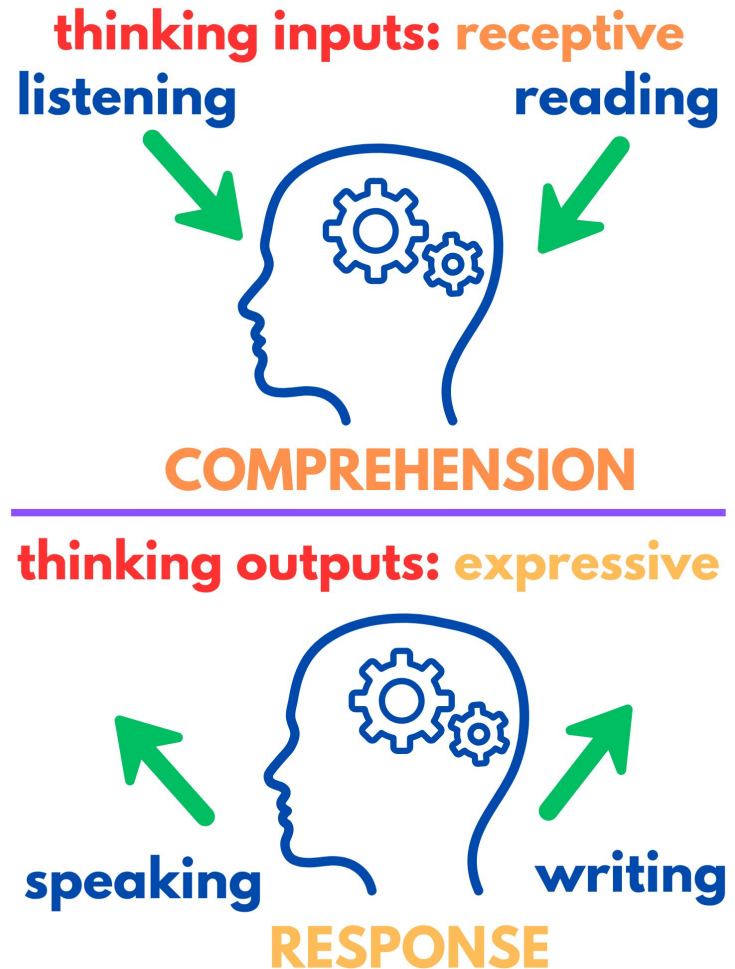
**INQUIRY &
RESEARCH**

Look over this graphic
and discuss how the
Comprehension
strand relates to the
Response strand.



Think about the STAAR
constructed response
items, **short & extended**.

Both require
comprehension of a text
& **response** of thinking
about the text.



As we interact with texts with our students, we can think of the **Comprehension & Response** TEKS as our **text-interaction toolkit**. Because the TEKS are vertically aligned, the **common academic vocabulary of text-interaction** can benefit all students as they progress as readers & writers.



3rd, 7th, 9th

Comprehend a text

Comprehension strand TEKS	Response strand TEKS
(A) establish purpose for reading assigned and self-selected texts	(A) describe personal connections to a variety of sources, including self-selected texts
(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
(C) make, correct, & confirm predictions using text features, characteristics of genre, and structures	(C) use text evidence to support an appropriate response
(D) create mental images to deepen understanding	(D) paraphrase and summarize texts in ways that maintain meaning and logical order
(E) make connections to personal experiences, ideas in other texts, and society	(E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating
(F) make inferences and use evidence to support understanding	(F) respond using newly acquired vocabulary as appropriate
(G) evaluate details to determine key ideas	(G) discuss and write about the explicit or implicit meanings of text
(H) synthesize information to create new understanding	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, & annotating when understanding breaks down	(I) reflect on and adjust responses as new evidence is presented
	(J) defend or challenge the author's claims using relevant text evidence

Respond to a text

Thinking is the Goal of the Comprehension & Response TEKS

remember	understand	apply	analyze	evaluate	create
describe	paraphrase	infer	determine	evaluate	make
respond	summarize	use	monitor	confirm	synthesize
	discuss	interact		predict	write
				correct	create
				defend	generate
				compare	establish
					adjust

K-1 TEKS

Comprehend a text

Comprehension strand TEKS

- (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 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
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, & asking questions when understanding breaks down with adult assistance

Response strand TEKS

- (A) describe personal connections to a variety of sources
- (B) provide an oral, pictorial, or written response to a text
- (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
- (F) respond using newly acquired vocabulary as appropriate

- same verbs K-E4
- research-based

Respond to a text

Comprehension: The Weight



How Much Does Everything Count?

3rd-5th

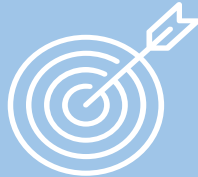
ECR
19.23%

70%

50%



Revising
8?s
15%



Editing
8?s
15%



2025

6th

ECR
17.86%

How Much Does Everything Count?

70%

52%



Revising
9?s
16%



Editing
8?s
14%



2025

E2

ECR
15.6%

How Much Does Everything Count?

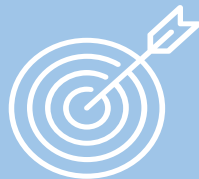
68

52%



%

Revising
12?s
19%



Editing
9?s
16%

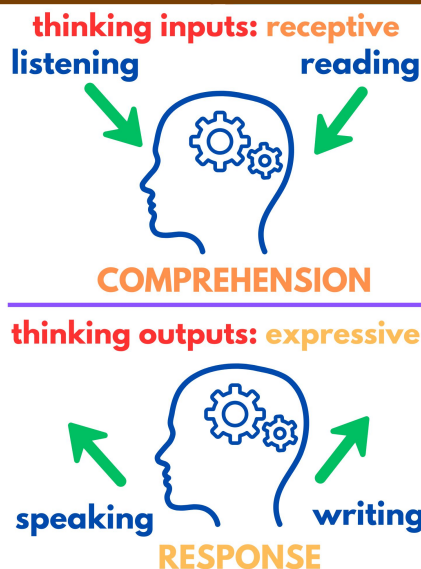


Responding to a Text: Interconnected Reading & Writing

Comprehension First.
Response Second.

4th Grade Reciprocal Thinking Processes

Comprehension strand TEKS	Response strand TEKS
(A) establish purpose for reading assigned and self-selected texts	(A) describe personal connections to a variety of sources, including self-selected texts
(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(B) write a response to a literary or informational text that demonstrates understanding of a text
(C) make, correct, & confirm predictions using text features, characteristics of genre, and structures	(C) use text evidence to support an appropriate response
(D) create mental images to deepen understanding	(D) retell, paraphrase texts in ways that maintain meaning and logical order
(E) make connections to personal experiences, ideas in other texts, and society	(E) interact with sources in ways such as note-taking, freewriting, or illustrating
(F) make inferences and use evidence to support understanding	(F) respond using new vocabulary as appropriate
(G) evaluate details to determine key ideas	(G) discuss specific details that are important
(H) synthesize information to create new understanding	
(I) monitor comprehension and make adjustments such as re-reading, using <u>background knowledge</u> , asking questions, & annotating when understanding breaks down	



If we think about **comprehension & response** as reciprocal skills, what happens when we pair them together?

Power Pairs!



Comprehension

make inferences

Response

use text evidence to support a response

evaluate details

paraphrase & summarize

synthesize information to create understanding

write responses to text that show understanding

make connections to other texts & ideas

write responses to text that show understanding



What makes a

?

- one **Comprehension TEKS** paired with one **Response TEKS**
- Response TEKS serves as **formative assessment** for Comprehension TEKS
- pairs are made up of **Readiness & Supporting standards** that are being assessed on redesigned STAAR

Comprehension

- ☐ I can make inferences and use text evidence to support understanding.



- ☐ I can evaluate details when I read to determine key ideas.



- ☐ I can synthesize information to create new understanding.



- ☐ I can make connections between a text and other texts.



Response

- ☐ I can use text evidence to support a written response.



- ☐ I can paraphrase & summarize texts.



- ☐ I can write responses to text that show my understanding of the text.



- ☐ I can describe connections between texts.



2026 RLA TEKS Strand #?'s in Reading Passages

	 FOUNDATIONAL LANGUAGE SKILLS	 COMPREHENSION SKILLS	 RESPONSE SKILLS	 MULTIPLE GENRES	 AUTHOR'S PURPOSE & CRAFT
3rd	4	7		6	7
4th	3			6	5
5th	1			5	7
6th	2			7	7
7th	1			6	8
8th	2			9	8
Eng1	3			10	7
Eng2	2	11		9	8

Power Pair Questions on spring 2026 STAAR/ EOC

3rd: 7

4th: 10

5th: 11

6th: 11

7th: 11

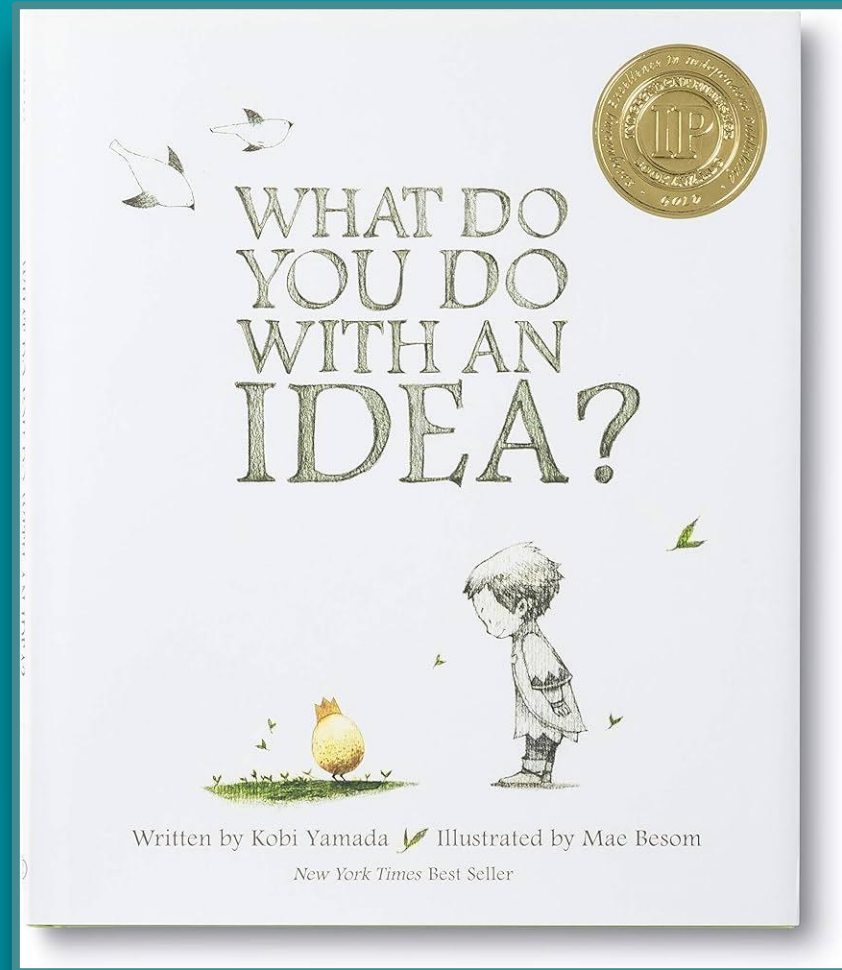
8th: 9

E1: 9

E2: 11

“Additionally, students should engage in academic conversations, write, read, & be read to on a daily basis with opportunities for cross-curricular content and student choice.”

from Introduction to 2017 RLA TEKS



Read-Evaluate-Summarize

include what is most important
in a concise paraphrase & summary

evaluate details to
determine key ideas

+

paraphrase
or summarize texts

4th Grade Reciprocal Thinking Processes

Comprehension strand TEKS	Response strand TEKS
(A) establish purpose for reading assigned and self-selected texts	(A) describe personal connections to a variety of sources, including self-selected texts
(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(B) write a response to a literary or informational text that demonstrates understanding of a text
(C) make, correct, & confirm predictions using text features, characteristics of genre, and structures	(C) use text evidence to support an appropriate response
(D) create mental images to deepen understanding	(D) retell, paraphrase, & summarize texts in ways that maintain meaning and logical order
(E) make connections to personal experiences, ideas in other texts, and society	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
(F) make inferences and use evidence to support understanding	(F) respond using newly acquired vocabulary as appropriate
(G) evaluate details to determine key ideas	(G) discuss specific ideas in the text that are important to the meaning
(H) synthesize information to create new understanding	
(I) monitor comprehension and make adjustments such as re-reading, using <u>background knowledge</u> , asking questions, & annotating when understanding breaks down	

yellow cards in a baggie

First,

Spread out the provided details.
Discuss them with your group.
Choose the three
most important details.



EVALUATE

How did your group **decide**?
What was your process?
How does the **set number**
impact the discussion?

EVALUATE



Next,

Each group member will choose **one of the 3 important detail cards** and write a **paraphrase** of the card.

Remember, **paraphrasing** is when you use “**different words than the author**”.



What are some reasons why students can struggle with paraphrasing?

How can paraphrasing in groups or as a class provide a scaffold for students?

Now,

Use your **paraphrases** to **create** a **one** or **two** sentence **summary** as a group.

Include all **3 paraphrased details** in your short summary.



Finally,

Read your **summary** as a group and **choose** which **one word** is the most important in your summary. Have **one** person in your group **share the word** at this link.

Evaluate one more time!



*evaluate details to
determine key ideas*

*paraphrase &
summarize texts*

reading
details

=

students
read all of
the details in
a group

detail card
discussion

=

evaluate all
details to
choose the
most
important

written
paraphrase &
summary

=

details
included in
shortened
written form



read & think



listen & speak



think & write



Name: _____ Date: _____

Important Details to Paraphrase & Summarize

Text:

Important Detail from the book:

Your paraphrase of the important detail you chose:

How many words were in the original detail?	How many of the same words are in the original detail that are also in your paraphrase?	How did you paraphrase?
		☐ changed key words ☐ rearranged or combined ideas ☐ simplified the ideas

One-sentence summary of the text or section of the text:

If you don't want to mess with sticky notes and such, I have a graphic organizer for this activity.

How does this
TEKS-based strategy
prepare students
for STAAR?



Paraphrase & Summary Tested

1. paraphrase
2. idea to include in summary
3. idea to add to provided incomplete summary
4. 2 ideas to add to incomplete summary
5. best summary from provided choices

RLA Summary Questions Vertical

literary genres

nonliterary genres

paraphrase, idea to include in summary, idea to add to incomplete summary,
2 ideas to add to incomplete summary, best summary from provided choices [Summary TEKS 2025 ?s](#)

	2023 4 9	2024 1 11	2025 5 6
3rd	paraphrase in fiction	paraphrase in informational	paraphrase in opinion
4th	best summary from provided choices in informational	best summary from provided choices in opinion	idea to include in summary in fiction
	paraphrase in informational		
5th	2 ideas to add to incomplete summary in informational	best summary from provided choices in poetry	paraphrase in drama
		paraphrase in opinion	idea to add to incomplete summary in fiction
6th	best summary from provided choices in fiction	idea to add to incomplete summary in opinion	idea to add to incomplete summary in drama
	idea to add to incomplete summary in informational		paraphrase in informational
7th	paraphrase in informational	best summary from provided choices in informational	idea to add to incomplete summary in drama
	idea to add to incomplete summary in informational	paraphrase in opinion	
8th	best summary from provided choices in fiction	paraphrase in informational	best summary from provided choices in informational
	best summary from provided choices in opinion	best summary from provided choices in opinion	2 ideas to add to incomplete summary in informational

2025



State of Texas Assessments of Academic Readiness

Paraphrase Tested

3rd

Read these sentences from paragraph 6.

It builds strength in communities. It encourages people to care about the place where they live.

What is the best paraphrase of these sentences?

- ☐ Ⓐ It brings strong people to a community who will take care of their neighbors.
- ☐ Ⓑ It adds strength to the relationships between people who live in a place.
- ☐ Ⓒ It lets people pick up trash around their towns and build strong gardens.
- ☐ Ⓓ It makes communities stronger and helps people care for where they live.

**Paraphrase sentences
from the passage.**

2025



Summary Tested

4th

Which idea should be included in a summary of the story?

Ⓐ Squirrel and Robin spend days gathering food.

Ⓑ Robin hums a morning song.

Ⓒ Squirrel says eating a lot makes her tired.

Ⓓ Robin decides to fly south for the winter.

**Select an idea that
should be included in a
summary.**

2025



Summary Tested

5th

Read the following incomplete summary of the story "Tasha's Hat."

1. Tasha and Sophie are shopping in the fall when Tasha sees a bright orange hat.
2. Even though she likes it, the hat is too expensive, so Tasha does not buy it.
3. After winter, Tasha and Sophie are shopping in the same store again.
4. _____

Which idea should be included to create a complete summary of the story?

- ☐ Ⓐ The hat is now cheaper because it is no longer winter, so Tasha decides to buy it.
- ☐ Ⓑ The hat has been moved to a bin against the wall, but Sophie is still able to find it again.
- ☐ Ⓒ Tasha already owns a lime green hat, so she decides not to buy the orange hat.
- ☐ Ⓓ Sophie looks at a new green dress, but does not spend money on it.

Select an idea that should be included in a provided incomplete summary.

2025



Summary Tested

7th

Read this incomplete summary of scene 1.

1. The narrator greets the audience and introduces the play.
2. Marta enters the stage and looks at her watch in annoyance.
3. Tracy arrives late to her meeting with Marta about a school project.
4. _____
5. The narrator teases the audience with the possibility of a conflict in scene 2.

Which idea should be included to create a complete summary of scene 1?

- ☐ Ⓐ The narrator explains to the audience how Tracy was once late for her own party.
- ☐ Ⓑ Tracy acknowledges how organized Marta is, and the meeting is rescheduled.
- ☐ Ⓒ Marta explains that she must walk her dog before starting her homework.
- ☐ Ⓓ The stage directions indicate that the girls exit the stage in opposite directions.

Select an idea that should be included in a provided incomplete summary.

2025



State of Texas Assessments of Academic Readiness

Summary Tested

8th

What is the best summary of the section titled "The Role of a Teacher" in the excerpt from "Music and the Maestro"?

- A** Morgan was a committed music educator in his hometown of Oakland, California, where he provided many kids the opportunity to play classical music. Working in a range of capacities, Morgan volunteered in schools, led student orchestras, and worked in after-school programs. He also started Music for Excellence (MUSE), a program focused on providing education and enrichment opportunities for kids.
- B** After graduating from college, where Morgan was able to work with a renowned conductor, he devoted his time and energy to teaching and conducting classical music. As a volunteer musician in local schools and founder of Music for Excellence (MUSE), Morgan enjoyed teaching kids about music and introducing them to professional musicians.
- C** Morgan had the opportunity to work with the world-famous New York Philharmonic and its conductor Leonard Bernstein, who was his hero. Most of Morgan's time working with Bernstein involved watching him conduct the symphony. After graduating, Morgan moved to Oakland, California, where he became a conductor and music teacher.
- D** After graduating from college and then spending a summer working with a renowned symphony, Morgan returned to Oakland, California, to devote himself to teaching kids about classical music. His extensive work as a music educator included introducing kids to members of the Oakland Symphony, of which he was the music director and conductor.

**Select the best
summary of a section
of the text.**

2025



Summary Tested

Eng
2

Which ideas should be included in a summary of the article?

Select **TWO** correct answers.

- ☐ The lights from cities can be seen from space and seem to form a web of lines.
- ☐ Geography has played an important role in where cities are located.
- ☐ The older metamorphic rocks are harder than the sediments of the coastal plain.
- ☐ The fall line provided many natural resources that attracted settlers.
- ☐ Several types of mills were built along rivers because the water provided power.

MULTISELECT
**Select two ideas that
should be included in a
summary.**

**Let's try
another pair!**

Read-Infer-Write

make inferences using text evidence & use the evidence in a response

make inferences & use evidence to support understanding

+

use text evidence to support an appropriate response

4th Grade Reciprocal Thinking Processes

Comprehension strand TEKS	Response strand TEKS
(A) establish purpose for reading assigned and self-selected texts	(A) describe personal connections to a variety of sources, including self-selected texts
(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(B) write a response to a literary or informational text that demonstrates understanding of a text
(C) make, correct, & confirm predictions using text features, characteristics of genre, and structures	(C) use text evidence to support an appropriate response
(D) create mental images to deepen understanding	(D) retell, paraphrase, & summarize texts in ways that maintain meaning and logical order
(E) make connections to personal experiences, ideas in other texts, and society	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
(F) make inferences and use evidence to support understanding	(F) respond using newly acquired vocabulary as appropriate
(G) evaluate details to determine key ideas	(G) discuss specific ideas in the text that are important to the meaning
(H) synthesize information to create new understanding	
(I) monitor comprehension and make adjustments such as re-reading, using <u>background knowledge</u> , asking questions, & annotating when understanding breaks down	

Find your foldable

It wanted food. It wanted to play. Actually, it wanted a lot of attention.

It made me feel more alive, like I could do anything. It encouraged me to think big...and then, to think bigger.

It showed me how to walk on my hands. "Because," it said, "it is good to have the ability to see things differently."

Is the "idea" good for the boy? Support your answer with evidence from above.

First,

Look at the text on the top flap.
What do those words “**reveal**”
to you as a reader?

What do they make you think?
Jot your inference under the flap.



Second,

Look at the text on the second flap.
What do those words “**reveal**” to
you as a reader?

What do they make you think?
Jot your inference under the flap.



Third,

Look at the text on the third flap.
What do those words “**reveal**”
to you as a reader?
What do they make you think?
Jot your inference under the flap.



Now,

Exchange foldables with a partner.

Read the **inferences** that your partner wrote under the flaps.

Discuss the **similarities** & **differences** of your inferences.

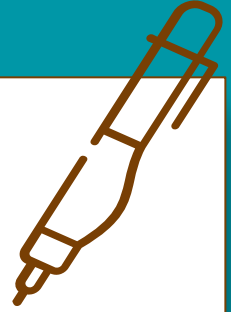


What happens for students
when their partner has
similar inferences?

What happens when they have
different inferences?

Finally,

Get your foldable back
from your partner.



Read the question on the last
flap and **write** your response
under that final flap.



*make inferences &
use evidence to
support
understanding*

making
inferences

=

students
infer from
text evidence

foldable
exchange

=

partners
discuss their
inferences

last flap
written
response

=

text evidence
used to
support a
response

*use text evidence
to support an
appropriate response*



read & think



listen & speak



think & write



How does the **foldable routine** scaffold the text interaction for students?

How does the **partner sharing** scaffold the inferring task?

How does the **guided inferring** scaffold the short constructed response?

Of course
not! Make it
easy on you &
the kids.

Name: _____ Date: _____ Per: _____

Text Evidence	Inference
<i>What does the text say? What are the exact words or sentences that the author uses?</i>	<i>What does the text evidence make you think? What do the words or sentences reveal to you as reader? What do you know based on these words or sentences?</i>
Short constructed response: Support your answer with evidence from above.	

Short Constructed Response Rubric

2	1	0
☐ The response correctly answers the question of the prompt. ☐ Specific evidence is cited or paraphrased from the text. ☐ The response & the evidence are based on the text.	☐ The response partially or inaccurately answers the question of the prompt. ☐ Evidence does not support the response or none is provided.	☐ The response is incorrect. ☐ The response is not based on the text. ☐ No response is provided.

Question & a Score 2 Answer: 4th

4th	RLA <u>scoring guide</u>	Read the question carefully. Then enter your answer in the box provided. What can the reader infer about visiting parks in the future based on the details in paragraphs 1 and 2? Support your answer with evidence from the article.
-----	---	---



answer to question

The reader can infer that visiting parks will have more people. I know this because in paragraph 2 it states, "more and more people are visiting parks each year."



text evidence

Question & a Score 2 Answer: 7th

7th

Reading

scoring
guide

Read the question carefully. Then enter your answer in the box provided.

What is the author's main message in the selection? Support your answer with evidence from the selection.



answer to question

The authors main message in the text is if you wanna live a healthy and long life then you should do an individual sport. In paragraph 7, it says being more active in general helps a person sleep better, think better, and feel a greater sense of well-being.



text evidence

Question & a Score 2 Answer: Eng2



answer to question

The moon landing affects Anna by making her feel bored by her uneventful life.

Paragraph 9 shows that Anna wants to escape from the mundane emptiness of her home, and that she frequently moped about the monotony of her life.



text evidence

TEA's rationale

In this complete response, the writer includes an accurate answer ("The moon landing affects Anna by making her feel bored by her uneventful life"). This is a true statement, as Anna feels her life lacks adventure. The writer provides relevant, paraphrased supporting text evidence from the story ("Paragraph 9 shows that Anna wants to escape from the mundane emptiness of her home, and that she frequently moped about the monotony of her life"). This refers to how seeing the adventure of the moon landing added to her desire to escape from her own life and seek adventure that would make it less "mundane" in her eyes.

	2023	2024	2025	2026
3rd		3.10A explain the author's purpose & message within a text	3.9Ei identify the claim	3.10A explain the author's purpose & message within a text
4th		4.6F make inferences and use evidence to support understanding	4.8C analyze plot elements	4.6F make inferences and use evidence to support understanding
5th		5.9Ei identify the claim	5.8C analyze plot elements	5.6H synthesize information
6th		6.9A explain the author's purpose & message within a text	6.7C analyze plot elements	6.8Ei identify the claim
7th		7.9A explain the author's purpose & message within a text	7.7B analyze characters' qualities	7.8Eii explain how evidence supports the claim
8th	8.7D explain how setting influences characters	8.5F make inferences and use evidence to support understanding	8.7C analyze nonlinear plot development	8.8Ei identify the claim & analyze argument
Eng 1	1.7B analyze structure, prosody, & graphic elements in poems	1.4F make inferences and use evidence to support understanding	1.8A analyze author's purpose & message	1.7Eii analyze evidence & counterarguments
Eng 2		2.6A analyze how themes are developed through characterization and plot	2.6B analyze how authors create believable characters	2.7Di analyze thesis & evidence

One last Power Pair Thing

(also a **paired passage** routine
to use weekly with **any** text)



Read-Connect-Write

text-to-self, text-to-text,
text-to-world

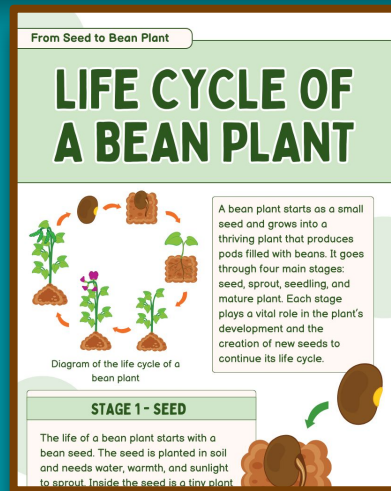
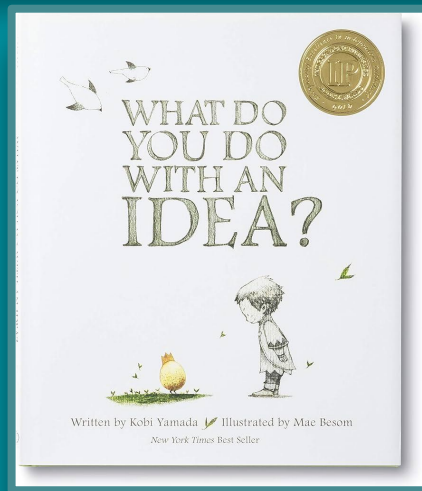
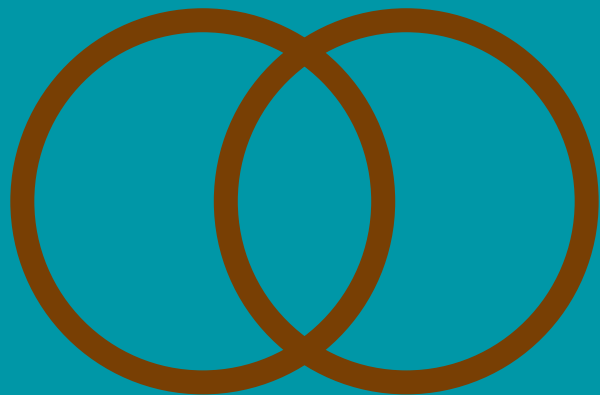
make connections to
personal experiences &
ideas in other texts

+

write responses that
demonstrate understanding
of texts, including comparing
sources

Comprehension strand TEKS	Response strand TEKS
(A) establish purpose for reading assigned and self-selected texts	(A) describe personal connections to a variety of sources, including self-selected texts
(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres
(C) make, correct, & confirm predictions using text features, characteristics of genre, and structures	(C) use text evidence to support an appropriate response
(D) create mental images to deepen understanding	(D) paraphrase and summarize texts in ways that maintain meaning and logical order
(E) make connections to personal experiences, ideas in other texts, and society	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
(F) make inferences and use evidence to support understanding	(F) respond using newly acquired vocabulary as appropriate
(G) evaluate details to determine key ideas	(G) discuss and write about the explicit or implicit meanings of text
(H) synthesize information to create new understanding	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice
(I) monitor comprehension and make adjustments such as re-reading, using <u>background knowledge</u> , asking questions, & annotating when understanding breaks down	(I) reflect on and adjust responses as new evidence is presented

Open the **big bag with hoops**, infographic, & cards. **Compare** the two texts with the “tabletop Venn diagram” as you sort the cards from the bag with your group.



On a sticky note, add
another similarity or
difference to your
Venn Diagram.

What **TEKS** did you notice in the activity?

What **thinking** did you notice in the activity?



*make connections to
personal experiences
& ideas in other texts*

Venn
diagram

=

compare &
contrast two
texts



read & think

partner
discussion

=

discussion
with a
partner to
sort the
cards



listen & speak

*write responses that
demonstrate
understanding*

added
card(s) to the
sort

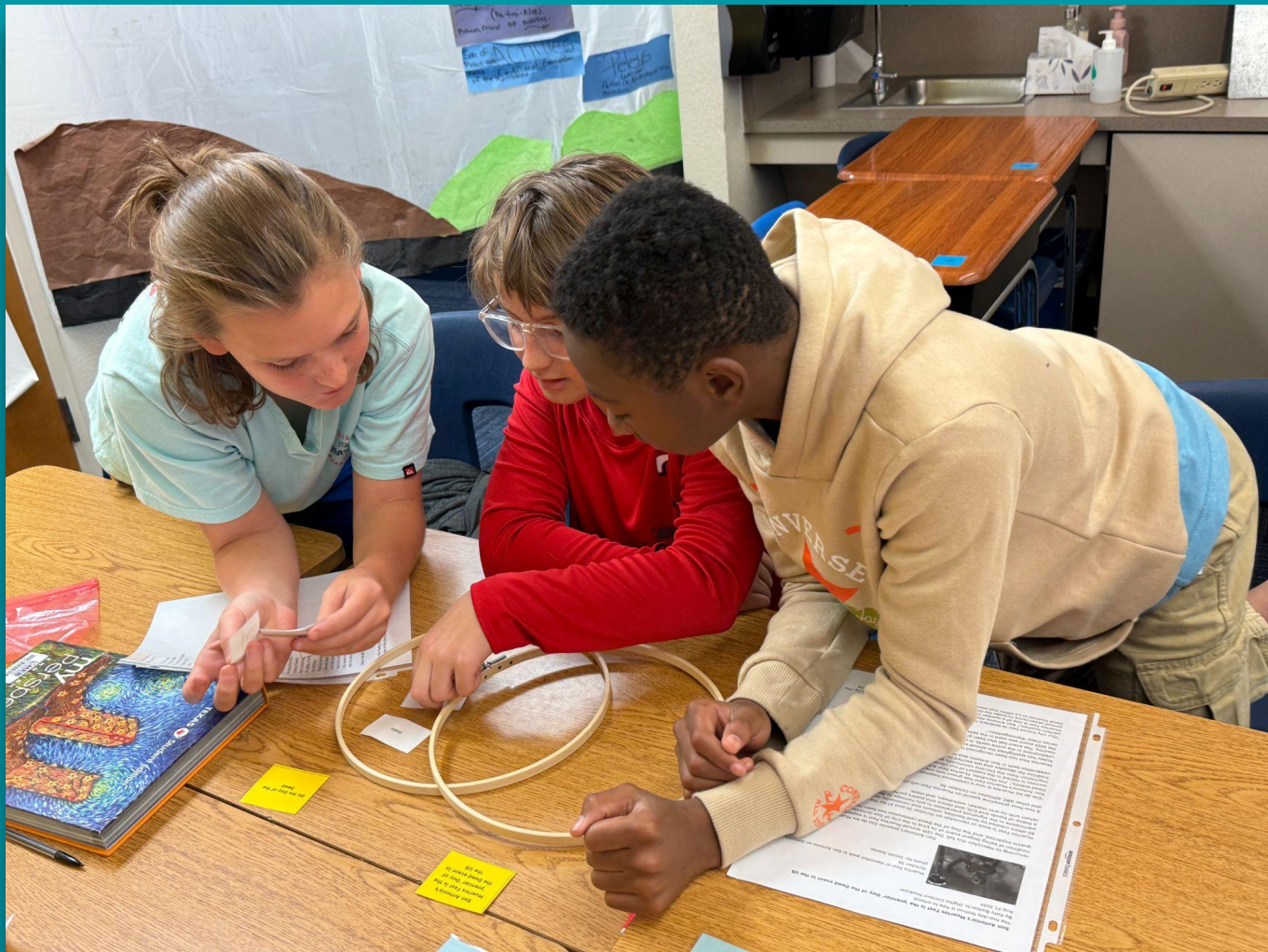
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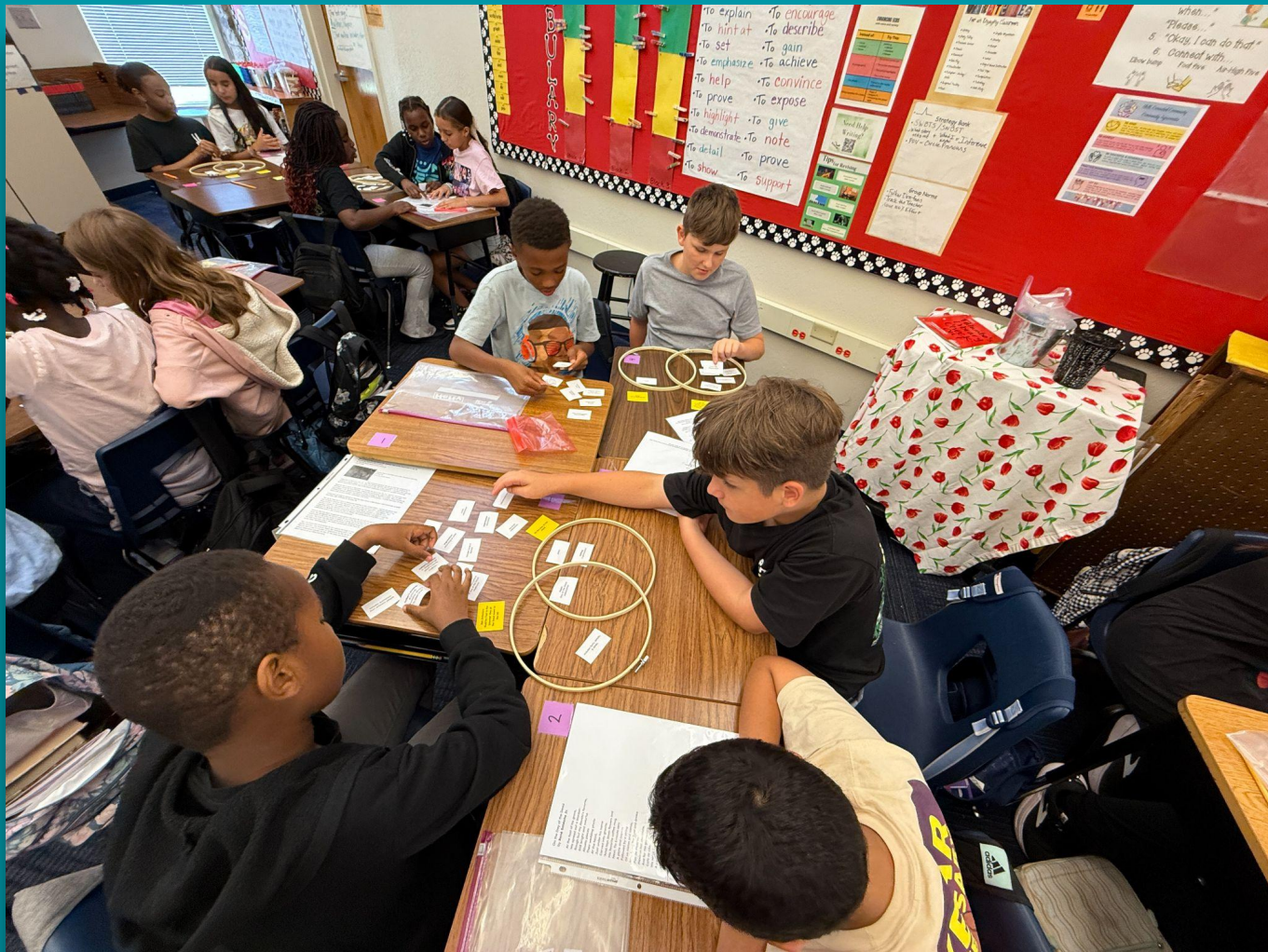
similarity or
difference
between
texts



think & write







Today's Resources





NISD Engage Conference 2026

Score a Touchdown with Authentic Text Interaction! &
Revising Skills for the Win!

Northwest ISD

T o s h M c G a u g h y
say it Mc-GOY

Digital access to this agenda & the links: <https://tinyurl.com/NWengageTosh>

Score a Touchdown with Authentic Text Interaction! SLIDES

Using Comprehension & Response TEKS Pairs for Authentic Text Interaction

Revising Skills for the Win! SLIDES

Revising Skills: Tested in Revising & on the ECR, Collaborative Drafting



Please keep in touch!

email: toshmcaughy@gmail.com

website:

www.tinyurl.com/ToshShares

weekly email update:

www.tinyurl.com/ToshWeeklyUpdate

Thank you for being here today.
Please share your feedback with me by
scanning the QR code. ~TM



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[TEKS-based Strategies](#)

[TEKS bookmarked by strand](#)

[Shared Reads with Interaction Tasks](#)

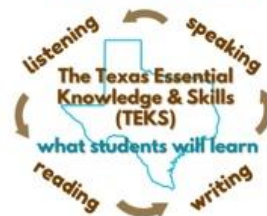




TEKS-based Strategies

- focus on academic vocabulary of the TEKS
- designed for the rigor of the verb from each TEKS
- utilizes all of the language domains
- directly aligns to how TEKS are assessed on redesigned STAAR

The Language Domains
how students will learn



STAAR Reading Passages: Frequently Assessed TEKS

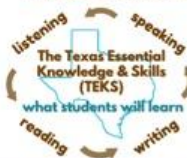
 FOUNDATIONAL LANGUAGE SKILLS	 COMPREHENSION SKILLS	 RESPONSE SKILLS	 MULTIPLE GENRES	 AUTHOR'S PURPOSE & CRAFT
vocabulary	inference	text evidence	Literary theme, characters, plot elements	author's purpose & message
	evaluate details	paraphrase & summarize	Informational central idea & thesis organizational patterns	text structures
	make connections		Argumentative claim	print & graphic features imagery & figurative language literary devices (POV) use of language & voice hyperbole, anecdote, rhetorical devices
	synthesize in & across texts			



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The Language Domains
how students will learn



vertical concept & TEKS Strand		evaluate details to determine key ideas, paraphrase & summarize texts Comprehension, Response		
STAAR tested		Reading passages summary ?s by genre , full or section summary , 2025 summary tested		
TEKS Clarifiers		strategy one-pager	<u>SLIDES</u>	video demonstration
3rd	3rd	Click above for step-by-step directions to teach the strategy with resources linked.	Click above for a "force copy" version of SLIDES for you to edit. Multiple grade levels are included, so just delete the slides you don't need.	Click above to view a short (= 3 minutes) informal video of the strategy in action.
4th	4th			
5th	5th			
6th	6th			
7th	7th			
8th	8th			
Eng1	Eng1			
Eng2	Eng2			
<u>RLA TEKS Strands Tested</u>		<u>Assessed TEKS & Frequency</u>	<u>STAAR Blueprints</u> <u>STAAR Assessed Curriculum</u>	



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TEKS-based Strategies

- the academic vocabulary of the TEKS
- the rigor of the verb from each
- utilize the language domains
- determine how TEKS are assessed on the redesigned STAAR

The Language Domains
how students will learn



Key Ideas to Build Summaries

This strategy has formative assessments for 3 different skills: paraphrasing, and summarizing. Doing the three skills together scaffolds the critical thinking and prepares all students to produce a response product- the summary. **Third grade will stop at the paraphrasing strategy because summary is not included in this SE unit.*

1. **Details-** The small group discussions that students have while **evaluating the details** to select “the most important” details for their summary help them think of details in the context of a text. This helps them determine what is necessary for “determining key ideas”. Justifying their choices to group members gives students “oral rehearsal” time to think why certain details are “more key” to a text.
2. **Paraphrasing-** Giving students a purpose for paraphrasing (in this example) helps them see the relevance of details. It gives them choice (they choose the detail they want to share with their peers (in the small group setting). A whole class discussion of the first couple of times you do this strategy helps anchor the anchor chart with examples of effective paraphrasing.
3. **Summarizing-** Having the students discuss and identify the key ideas to determine the key ideas gives them the ideas to use in their summary. It also shows them how effective summaries are created.

Details

Instructions:

1. Preview text and select details that are non-essential and essential to the importance of each.
2. Type and print the details for each group.
3. Read the text or text section and select details.
4. Have students spread out the details and discuss which details are the most important. Select cards that is less than 10 seconds to select cards to remove, then discuss.
5. Walk around and listen to the groups. For further scaffolds, you provide prompts for the discussions are the “gold” justifications for including details being heard by the group.
6. After students select their details, have the whole-group debrief discussion. Have different groups to describe their details. The entire class hear different details. This is a time of **elimination** and other details are eliminated for evaluating highlights.
7. Next, have different groups to discuss their details then **paraphrase** individually. Provide the academic vocabulary for the paraphrasing.
8. Call on groups to share out their details and the effective paraphrasing.

selected from whole class). Walk around as students are creating their group summary. Assist groups who need extra modeling or help.

10. If you have the time, to revisit the “evaluation” verb of the TEKS, have the groups read their summaries and select the “most important” word from their summary to share out with the whole class. This group of “most important” words will echo the “key ideas” in the text. *Variation: These “most important” words could be shared as a word bank on the board or screen for all students to use as in another, shorter individually written summary exit ticket.*
11. If you want a printable handout to scaffold the thinking of this strategy, try this [template](#) [SPANISH sheet](#). Or, this student sheet can be used for individual students: [sheet](#) [SPANISH sheet](#).
 - a. [A text with detail cards & a CFU](#), [another text with detail cards & an inference/text evidence/SCR foldable](#)

Formative assessment opportunities:

small group discussions of the details, the sorted detail cards, the individually-written paraphrases, the group-written summaries, the “most important” word discussions, the individually-written short summaries

Differentiation:

CONTENT	PROCESS	PRODUCT
detail cards are directly quoted from the text	students grouped strategically to discuss and select the most important detail cards from a text (provided by teacher)	some students paraphrase the details orally & share their summary with the teacher face-to-face or in small groups
detail cards have key vocabulary words defined in student-friendly language	group of students work with teacher and have less detail cards to discuss and select as the most important	some students write summaries from their paraphrased details with a partner



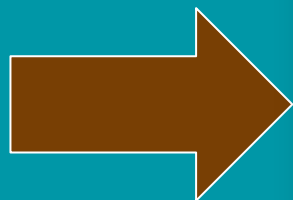
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student-facing slides

What does it mean to “**summarize**”?

Readers can identify the important details of a text they read and then share those details in a shortened form called a summary.

7

cards in a baggie

First,

Spread out the detail cards.
Discuss them with your group.
Choose the **three** most important details.



8



How did your group **decide**?
What was your **process**?

9

Next,

Each group member will choose **one of the detail cards you chose** and create a **paraphrase**. Remember, a **paraphrase** is when you use “different words than the writer.”



10

Now,

Use the **paraphrases** to create a **one** or **two** sentence **summary as a group**. Include all **paraphrased details** in your short summary.



11

Finally,

Read your summary as a group and **choose** which **one word** is the most important in your summary. Have one person in your group **write the word on a sticky note**.



12

How is this tested on STAAR?



Paraphrase & Summary Tested

1. paraphrase
2. idea to include in summary
3. idea to add to provided incomplete summary

2025

Paraphrase Tested





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Please keep in touch!

email: toshmccaughy@gmail.com

website:

www.tinyurl.com/ToshShares

weekly email update:

www.tinyurl.com/ToshWeeklyUpdate

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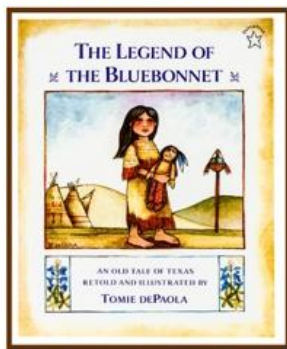
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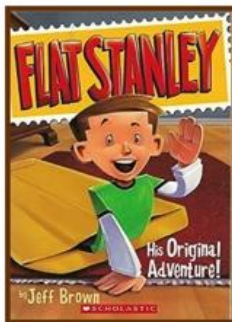
[Shared Reads with Interaction Tasks](#)



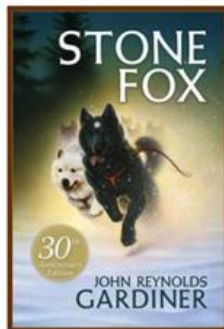
literary picture book resources (read alouds with linked text interaction tasks)



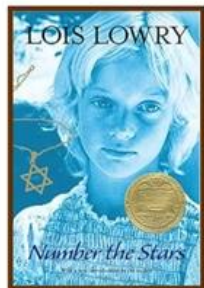
The Legend of the Bluebonnet



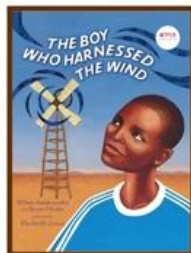
Flat Stanley



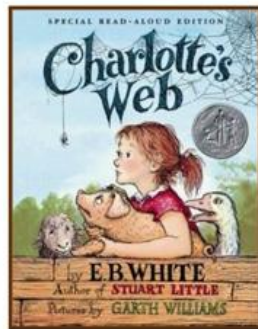
Stone Fox



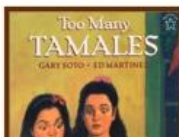
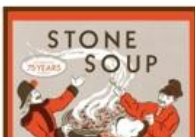
Number the Stars



The Boy Who Harnessed the Wind



Charlotte's Web



NISD Q1 Mentor Texts

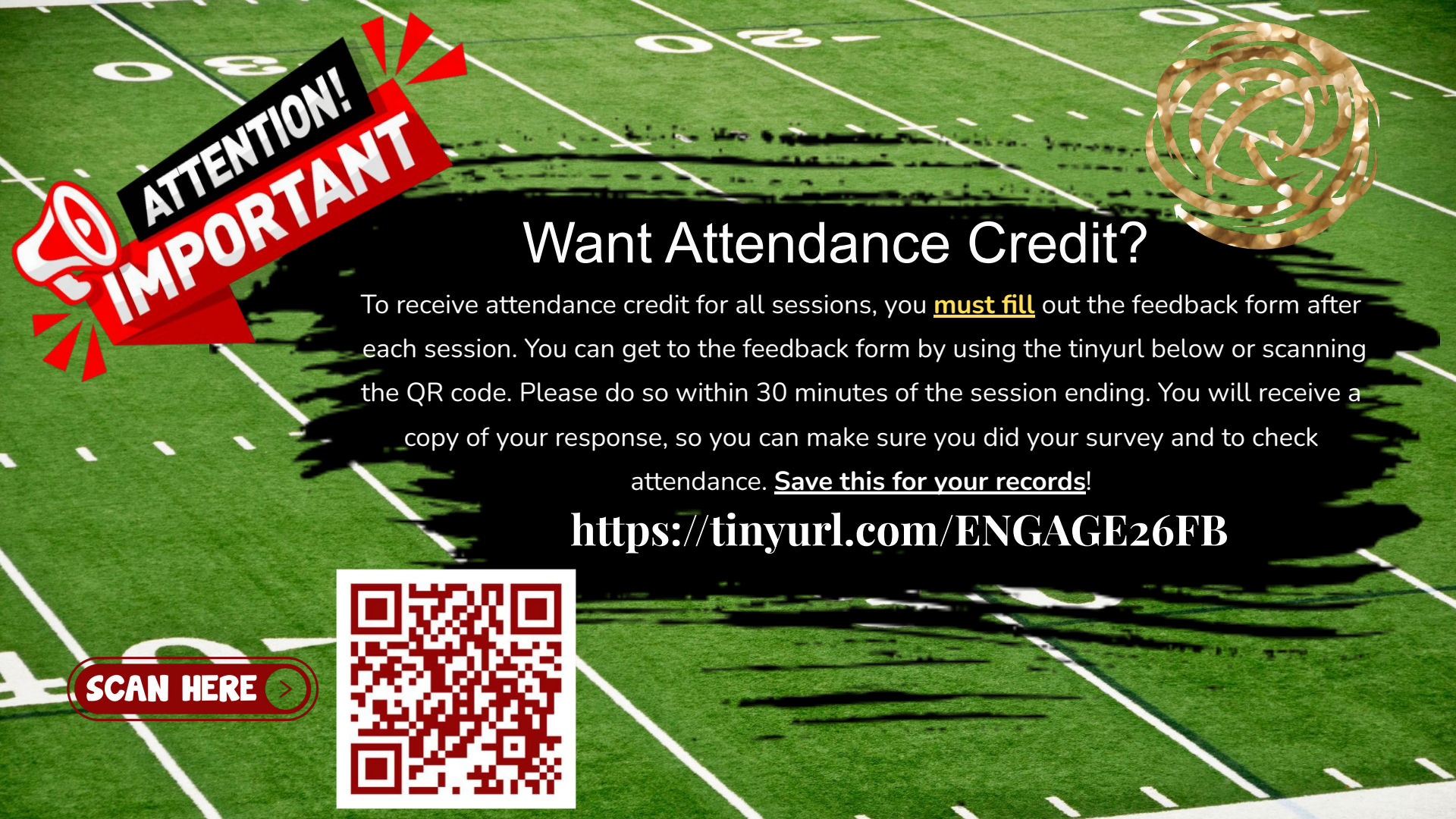
Today we started a conversation.

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