

Draft Recommendations Side by Side—Grade 2

Current English Language Arts and Reading TEKS	TEKS Review Committee Draft Recommendations
<p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) demonstrate print awareness to:</p> <p>(i) alphabetize to the second letter;</p> <p>(ii) use common graphic features to assist in the interpretation of text such as labels, captions, photographs and illustrations; and</p> <p>(iii) distinguish features of a sentence such as commas and quotation marks;</p>
<p>(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:</p> <p>(i) single letters (consonants and vowels);</p> <p>(ii) consonant blends (e.g., thr, spl);</p> <p>(iii) consonant digraphs (e.g., ng, ck, ph); and</p> <p>(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);</p> <p>(B) use common syllabication patterns to decode words including:</p> <p>(i) closed syllable (CVC) (e.g., pic-nic, mon-ster);</p> <p>(ii) open syllable (CV) (e.g., ti-ger);</p> <p>(iii) final stable syllable (e.g., sta-tion, tum-ble);</p> <p>(iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);</p> <p>(v) r-controlled vowels (e.g., per-fect, cor-ner); and</p> <p>(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);</p> <p>(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(E) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding complex consonants such as scr-, -dge, and -tch in isolation and in context;</p> <p>(ii) decoding and encoding words with silent letters including wr, kn, gn, mb, lk, and lf in isolation and in context;</p> <p>(iii) decoding and encoding multisyllabic closed syllables with short vowel sounds such as pic-nic, mon-ster in isolation and in context;</p> <p>(iv) decoding and encoding multisyllabic open syllables with the long vowel sound such as ti-dy and o-pen;</p> <p>(v) decoding and encoding multisyllabic vowel-consonant-silent "e" syllables with the long vowel sound such as in-vite in isolation and in context;</p> <p>(vi) decoding and encoding multisyllabic vowel teams including ue as in cue, ei as in ceiling, ey as in key, ea as in steak, au as in sauce, ui as in suit, and igh as in night in isolation and in context; ,</p>

<p>(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);</p> <p>(E) identify and read abbreviations (e.g., Mr., Ave.);</p> <p>(F) identify and read contractions (e.g., haven't, it's);</p> <p>(G) identify and read at least 300 high-frequency words from a commonly used list; and</p> <p>(H) monitor accuracy of decoding.</p>	<p>(vii) decoding and encoding multisyllabic r-controlled syllables such as mer-maid in isolation and in context;</p> <p>(viii) decoding and encoding multisyllabic final stable syllables such as sta-tion in isolation and in context;</p> <p>(ix) spelling base words with inflectional suffixes such as ing and ed;</p> <p>(x) reading abbreviations such as Mr., and Ave.;</p> <p>(xi) decoding and encoding contractions such as haven't;</p> <p>(xii) reading and spelling at least 300-500 high-frequency words from a research-based list; and</p> <p>(xiii) decoding and encoding words with double consonants in the middle of the word;</p>
<p>(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;</p> <p>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and</p> <p>(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).</p>	<p>(2) Comprehension. Students use a flexible range of metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) make and confirm predictions using text features, elements and structures;</p> <p>(E) make inferences and use evidence to support understanding;</p> <p>(H) establish purpose for reading assigned and self-selected texts ; and</p> <p>(I) monitor comprehension and make connections and adjustments when understanding breaks down.</p>
<p>(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.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select text and read independently for a sustained period of time;</p> <p>(C) use appropriate rate, accuracy, and prosody when reading grade level text;</p>
<p>(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p>

<p>(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and</p> <p>(D) alphabetize a series of words and use a dictionary or a glossary to find words.</p>	<p>(B) develop vocabulary to:</p> <p>(i) use print, digital, and web-based resources determine meanings, syllabication and pronunciation to validate understanding of unknown words;</p> <p>(ii) use a dictionary, a glossary, digital, and web-based resources to find words and determine meaning;</p> <p>(iii) use context to determine the meaning of unfamiliar words or multiple-meaning words in grade level text;</p> <p>(iv) identify the meaning of base words with affixes including un-, re-, -ly, -er/or, and -ion/tion/sion; and</p> <p>(v) identify and use antonyms and synonyms;</p> <p>(F) demonstrate print awareness to:</p> <p>(i) alphabetize to the second letter;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(E) respond to various sources embedding acquired vocabulary as appropriate.</p>
<p>(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:</p> <p>(A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and</p> <p>(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary text including:</p> <p>(iv) identifying the basic theme such as treating people fairly.</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, realistic fiction, traditional, animal fantasy, informational text, persuasive text, procedural text, and poetry.</p>
<p>(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(E) identify and explain the elements of poetry, including rhyme, rhythm, repetition, imagery, and theme in narrative and lyrical poems;</p>

	(F) recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, realistic fiction, traditional, animal fantasy, informational text, persuasive text, procedural text, and poetry.
(8) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.	
<p>(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:</p> <p>(A) describe similarities and differences in the plots and settings of several works by the same author; and</p> <p>(B) describe main characters in works of fiction, including their traits, motivations, and feelings.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary text including:</p> <p>(i) identifying and understanding the main events including problem and solution in the plot for texts read aloud and independently.</p> <p>(ii) describing the importance of the setting or multiple settings.</p> <p>(iii) describing the main characters and how their feeling and actions change.</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, realistic fiction, traditional, animal fantasy, informational text, persuasive text, procedural text, and poetry.</p>
(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(i) identifying and understanding the main events including problem and solution in the plot for texts read aloud and independently.</p> <p>(ii) describing the importance of the setting or multiple settings.</p> <p>(iii) describing the main characters and how their feeling and actions change.</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, realistic fiction, traditional, animal fantasy, informational text, persuasive text, procedural text, and poetry.</p>

<p>(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).</p>	<p>(2) Comprehension. Students use a flexible range of metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(C) create mental images to deepen understanding;</p> <p>(E) make inferences and use evidence to support understanding;</p>
<p>(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.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select texts independently for a sustained period of time.</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) summarize, retell or paraphrase, or retell texts in ways that maintain meaning and in logical order within a text and across texts; and</p>
<p>(13) 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 and explain the author's purpose in writing the text.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including subheadings, paragraphs, types, styles, and columns to locate, explain, or use information; and</p> <p>(ii) discuss how different organizational structures such as temporal sequence, categorical, and questions/answers, support the main ideas</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, realistic fiction, traditional, animal fantasy, informational text, persuasive text, procedural text, and poetry</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p>

<p>(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:</p> <p>(A) identify the main idea in a text and distinguish it from the topic;</p> <p>(B) locate the facts that are clearly stated in a text;</p> <p>(C) describe the order of events or ideas in a text; and</p> <p>(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.</p>	<p>(B) identify and discuss the ways authors structure text;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) summarize, retell or paraphrase, or retell texts in ways that maintain meaning and in logical order within a text and across texts; and</p> <p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including subheadings, paragraphs, types styles, and columns to locate, explain, or use information</p> <p>(ii) discuss how different organizational structures such as temporal sequence, categorical, and questions/answers, support the main ideas</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, realistic fiction, traditional, animal fantasy, informational text, persuasive text, procedural text, and poetry</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</p> <p>(D) use text features such as table of contents, alphabetized index, headings in age-appropriate reference works such as picture dictionaries to locate information;</p>
<p>(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) follow written multi-step directions; and</p> <p>(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including subheadings, paragraphs, types styles, and columns to locate, explain, or use information</p> <p>(D) recognize the characteristics of multimodal texts for a variety of purposes;</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, realistic fiction, traditional, animal fantasy, informational text, persuasive text, procedural text, and poetry</p>

<p>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) recognize different purposes of media (e.g., informational, entertainment);</p> <p>(B) describe techniques used to create media messages (e.g., sound, graphics); and</p> <p>(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) recognize the characteristics of multimodal texts for a variety of purposes</p>
<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p> <p>(B) develop drafts by sequencing ideas through writing sentences;</p> <p>(C) revise drafts by adding or deleting words, phrases, or sentences;</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p>(E) publish and share writing with others.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(A) plan a first draft by generating ideas for writing and brainstorming;</p> <p>(B) develop drafts of varying lengths by organizing ideas into a focused piece of writing;</p> <p>(C) revise drafts by adding or deleting words, phrases, or sentences;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including;</p> <p>(E) publish and share writing with others;</p> <p>(F) use the elements of craft to advance the writer's purpose when composing by</p> <p>(i) developing an idea with specific details and relevance</p> <p>(ii) organizing with structure</p> <p>(iii) using intentional word choice</p> <p>(iv) constructing a variety of sentence lengths</p> <p>(v) developing voice</p>
<p>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write brief stories that include a beginning, middle, and end; and</p> <p>(B) write short poems that convey sensory details.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(G) compose literary texts using genre characteristics and author's craft including personal narratives and poetry</p>

<p>(19) 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:</p> <p>(A) write brief compositions about topics of interest to the student;</p> <p>(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write brief comments on literary or informational texts.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(G) compose literary texts using genre characteristics and author's craft including personal narratives and poetry</p> <p>(H) compose informational texts using genre characteristics and author's craft including such as procedural and reports</p> <p>(J) compose correspondence such as friendly letters</p>
<p>(20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(I) compose argumentative texts that states a personal opinion and reasons using genre characteristics and author's craft</p>
<p>(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (past, present, and future);</p> <p>(ii) nouns (singular/plural, common/proper);</p> <p>(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);</p> <p>(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);</p> <p>(v) prepositions and prepositional phrases;</p> <p>(vi) pronouns (e.g., he, him); and</p> <p>(vii) time-order transition words;</p> <p>(B) use complete sentences with correct subject-verb agreement; and</p> <p>(C) distinguish among declarative and interrogative sentences.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <p>(i) use complete sentences with correct subject-verb agreement;(ii) use past, present, and future verbs</p> <p>(iii) use singular/plural and common/proper nouns;</p> <p>(iv) use descriptive adjectives including articles;</p> <p>(v) adverbs that convey time</p> <p>(vi) use prepositions and prepositional phrases;</p> <p>(vii) use subject and object pronouns including he and him</p> <p>(viii) distinguish between declarative and interrogative sentences;</p>
<p>(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) write legibly leaving appropriate margins for readability;</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships</p>

<p>(B) use capitalization for:</p> <ul style="list-style-type: none"> (i) proper nouns; (ii) months and days of the week; and (iii) the salutation and closing of a letter; and <p>(C) recognize and use punctuation marks, including:</p> <ul style="list-style-type: none"> (i) ending punctuation in sentences; (ii) apostrophes and contractions; and (iii) apostrophes and possessives. 	<p>found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(D) accurately form all upper and lowercase cursive letters using appropriate strokes when connecting letters</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <p>(ix) use capitalization for proper nouns, months and days of the week, and the salutation and closing of a letter;</p> <p>(x) use punctuation marks, including: ending punctuation in sentences; apostrophes and contractions; and apostrophes and possessives; and</p>
<p>(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use phonological knowledge to match sounds to letters to construct unknown words;</p> <p>(B) spell words with common orthographic patterns and rules:</p> <ul style="list-style-type: none"> (i) complex consonants (e.g., hard and soft c and g, ck); (ii) r-controlled vowels; (iii) long vowels (e.g., VCe-hope); and (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy); <p>(C) spell high-frequency words from a commonly used list;</p> <p>(D) spell base words with inflectional endings (e.g., -ing and -ed);</p> <p>(E) spell simple contractions (e.g., isn't, aren't, can't); and</p> <p>(F) use resources to find correct spellings.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(E) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding and encoding complex consonants such as scr-, -dge, and -tch in isolation and in context; (ii) decoding and encoding words with silent letters including wr, kn, gn, mb, lk, and lf in isolation and in context; (iii) decoding and encoding multisyllabic closed syllables with short vowel sounds such as picnic and monster in isolation and in context; (iv) decoding and encoding multisyllabic open syllables with the long vowel sound such as ti-dy and o-pen; (v) decoding and encoding multisyllabic vowel-consonant-silent e syllables with the long vowel sound such as in-vite, in isolation and in context; (vi) decoding and encoding multisyllabic vowel teams including ue as in cue, ei as in ceiling, ey as in key, ea as in steak, au as in sauce, ui as in suit, and igh as in night in isolation and in context; ; (vii) decoding and encoding multisyllabic r-controlled syllables such as mer-maid in isolation and in context;

	<p>(viii) decoding and encoding multisyllabic final stable syllables such as sta-tion in isolation and in context;</p> <p>(ix) spelling base words with inflectional suffixes such as -ing and -ed;</p> <p>(xi) decoding and encoding contractions such as haven't;</p> <p>(xii) reading and spelling at least 300-500 high-frequency words from a research-based list; and</p> <p>(xiii) decoding and encoding words with double consonants in the middle of the word;</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <p>(xi) use resources to find correct spellings.</p>
<p>(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</p> <p>(B) decide what sources of information might be relevant to answer these questions.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</p> <p>(A) generate questions based on teacher guided topics for formal and informal inquiry</p> <p>(B) understand the research plan with teacher support</p>
<p>(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;</p> <p>(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and</p> <p>(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</p> <p>(C) gather information from a variety of sources</p> <p>(D) recognize primary and secondary sources</p> <p>(E) demonstrate understanding of information gathered</p> <p>(F) incorporate digital technology, when appropriate</p>
<p>(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.</p>	

<p>(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) develop oral language through listening and speaking by:</p> <p>(iii) giving descriptive and informative presentations;</p>
<p>(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen attentively to speakers and ask relevant questions to clarify information; and</p> <p>(B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(iv) actively listening using appropriate body language;</p> <p>(v) listening to and distinguishing between relevant and irrelevant information;</p> <p>(vii) asking and responding to “wh” questions, including who, what, when, where, and why</p> <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively and ask relevant questions to clarify information;</p>
<p>(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.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) develop oral language through listening and speaking by:</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(vi) developing social communication such as, distinguishing between asking and telling, and identifying strengths in self and others; and</p>

	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(C) share ideas about the topic under discussion, speak clearly and to the point, and build on the ideas of others; and</p>
<p>(30) 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.</p>	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;</p>
<p>Figure 19</p> <p>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:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(2) Comprehension. Students use a flexible range of metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) make and confirm predictions using text features, elements and structure;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) create mental images to deepen understanding;</p> <p>(D) make connections to personal experiences, to ideas in other texts and to the larger community to activate prior knowledge;</p> <p>(E) make inferences and use evidence to support understanding;</p> <p>(F) prioritize information read to determine what is most important;</p> <p>(G) synthesize information to create new understanding;</p> <p>(H) establish purpose for reading assigned and self-selected texts; and</p> <p>(I) monitor comprehension and make connections and adjustments when understanding breaks down.</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) summarize, retell or paraphrase, or retell texts in ways that maintain meaning and in logical order within a text and across texts; and</p>
	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p>

	<p>(A) describe the emotional impact of and personal connections to a variety of sources such as self selected or teacher selected texts;</p> <p>(B) explain multiple viewpoints, such as personal and character, and support with text evidence;</p> <p>(D) react to a variety of sources read, heard, or viewed in meaningful ways such as writing or illustrating; and</p>
	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(D) distinguish between effective and ineffective collaboration.</p>
	<p>(5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including:</p> <p>(i) discussing what the author is trying to persuade the reader to think or do;</p>
	<p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) identify and the author's purpose for writing text;</p> <p>(C) identify and discuss, with support, author's use of print and graphic features to achieve specific purposes;</p>