



TEKS Curriculum Framework for STAAR Alternate 2

English I

Eng I (1)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words • use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words • identify and explain the meaning of common idioms, adages, and other sayings • produce analogies with known antonyms and synonyms • use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words • determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes • use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words • identify the meaning of common idioms • complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____) • use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words • alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words • identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles) • identify and use antonyms, synonyms, homographs, and homophones • use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs • identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots • alphabetize a series of words and use a dictionary or a glossary to find words • identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning • use context to determine the relevant meaning of unfamiliar words or multiple-meaning words • use prefixes and suffixes to determine the meaning of words (e.g., allow/ disallow) • alphabetize a series of words to the first or second letter and use a dictionary to find words • identify and sort words into conceptual categories (e.g., opposites, living things) • determine what words mean from how they are used in a sentence, either heard or read • determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) • identify words that name actions (verbs) and words that name persons, places, or things (nouns) • use a picture dictionary to find words • identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures) • recognize that compound words are made up of shorter words • identify and use words that name actions, directions, positions, sequences, and locations

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Eng I (1)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p>Sentences and structure skills</p> <ul style="list-style-type: none"> • attempt to use new vocabulary and grammar in speech (ELL) • use single words and simple phrases to communicate meaning in social situations (ELL) <p>Vocabulary skills</p> <ul style="list-style-type: none"> • increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English (ELL) • use a large speaking vocabulary, adding several new words daily • demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses • demonstrate understanding of terms used in the instructional language of the classroom <p>Reading/beginning reading skills/phonics*</p> <p><i>Working with Words</i></p> <ul style="list-style-type: none"> • identify and read contractions (e.g., I'd, won't) • identify and read at least 300 high-frequency words from a commonly used list • identify and read contractions (e.g., haven't, it's) • identify and read abbreviations (e.g., Mr., Ave.) • read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful) • identify and read at least 100 high-frequency words from a commonly used list • identify and read contractions (e.g., isn't, can't) • use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream) • read base words with inflectional endings (e.g., plurals, past tenses) • identify and read at least 25 high-frequency words from a commonly used list

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation
<p>English I (2) 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. The student is expected to</p> <p>(A) analyze how the genre of texts with similar themes shapes meaning. Supporting Standard</p>	<p>Compares themes across texts.</p>

Eng I (2) Prerequisite Skills/Links to TEKS Vertical Alignment

	<ul style="list-style-type: none"> • explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work • compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths) • analyze literary works that share similar themes across cultures • analyze how place and time influence the theme or message of a literary work • describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) • describe multiple themes in a work of fiction; • compare and contrast the historical and cultural settings of two literary works • analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures • infer the implicit theme of a work of fiction, distinguishing theme from the topic • explain the effect of a historical event or movement on the theme of a work of literature • describe the phenomena explained in origin myths from various cultures • compare and contrast the themes or moral lessons of several works of fiction from various cultures • compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature • summarize and explain the lesson or message of a work of fiction as its theme • compare and contrast the settings in myths and traditional folktales • paraphrase the themes and supporting details of fables, legends, myths, or stories • compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot • identify moral lessons as themes in well-known fables, legends, myths, or stories • explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales
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Eng I (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • connect the meaning of a well-known story or fable to personal experiences • recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures • recognize sensory details • discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience • identify elements of a story including setting, character, and key events <p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot

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Eng I (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud <p>Listening and speaking/listening*</p> <ul style="list-style-type: none"> • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective

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Eng I (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • follow , restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow , restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information <p>Listening comprehension skills*</p> <ul style="list-style-type: none"> • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order • use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information • describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison • distinguish fact from opinion in a text and explain how to verify what is a fact • summarize the main idea and supporting details in text in ways that maintain meaning • use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text • identify explicit cause and effect relationships among ideas in texts • draw conclusions from the facts presented in text and support those assertions with textual evidence • identify the details or facts that support the main idea • use text features (e.g., table of contents, index, headings) to locate specific information in text • describe the order of events or ideas in a text • locate the facts that are clearly stated in a text • identify the main idea in a text and distinguish it from the topic • use text features (e.g., title, tables of contents, illustrations) to locate specific information in text • retell the order of events in a text by referring to the words and/ or illustrations • identify important facts or details in text, heard or read • restate the main idea, heard or read • use titles and illustrations to make predictions about text • discuss the ways authors group information in text • retell important facts in a text, heard or read • identify the topic and details in expository text heard or read, referring to the words and/ or illustrations <p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence

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Eng I (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations

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Eng I (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="201 215 751 248">Comprehension of text read aloud skills*</p> <ul data-bbox="226 256 1604 362" style="list-style-type: none"><li data-bbox="226 256 968 289">• ask and answer appropriate questions about the book<li data-bbox="226 293 1604 326">• use information learned from books by describing, relating, categorizing, or comparing and contrasting<li data-bbox="226 331 846 362">• retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade

Eng I (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • identify moral lessons as themes in well-known fables, legends, myths, or stories • explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk - and fairy tales • connect the meaning of a well-known story or fable to personal experiences • recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures • recognize sensory details • discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience • identify elements of a story including setting, character, and key events <p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

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Eng I (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud <p>Listening and speaking/listening*</p> <ul style="list-style-type: none"> • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message

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Eng I (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information <p>Listening comprehension skills*</p> <ul style="list-style-type: none"> • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (3)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting

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Eng I (3)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • retell or re-enact a story after it is read aloud <p>Reading/beginning reading skills/ phonological awareness*</p> <p><i>Phonological Awareness at the Word Level</i></p> <ul style="list-style-type: none"> • segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/ s/ p/ l/ a/ t/) • isolate initial, medial, and final sounds in one-syllable spoken words • blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr) • recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b/l/o/w/ to/g/l/o/w/) • distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/ bite) • orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr) • segment spoken one-syllable words into two to three phonemes (e.g., dog:/ d/ .../ o/ .../ g/) • isolate the initial sound in one-syllable spoken words • blend spoken phonemes to form one-syllable words (e.g.,/ m/ .../ a/ .../ n/ says man) • blend spoken onsets and rimes to form simple words (e.g., onset/ c/ and rime/ at/ make cat) • recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball") • distinguish orally presented rhyming pairs of words from non-rhyming pairs • orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?") • identify syllables in spoken words • identify a sentence made up of a group of words <p>Phonological awareness skills*</p> <ul style="list-style-type: none"> • recognize and blend two phonemes into real words with pictorial support • combine onset and rime to form familiar one-syllable words without pictorial support • combine onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support • produce a word that begins with the same sound as a given pair of words • produce a word that rhymes with a given word • delete a syllable from a word • combine syllables into words • delete a word from a compound word • combine words to make a compound word • separate a normally spoken four-word sentence into individual words

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (4)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book

Continued

Eng I (4)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• use information learned from books by describing, relating, categorizing, or comparing and contrasting• retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (5)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • describe the interaction of characters including their relationships and the changes they undergo • sequence and summarize the plot's main events and explain their influence on future events • describe main characters in works of fiction, including their traits, motivations, and feelings • describe similarities and differences in the plots and settings of several works by the same author • describe characters in a story and the reasons for their actions and feelings • describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events • describe characters in a story and the reasons for their actions • retell a main event from a story read aloud <p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)

Continued

Eng I (5)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (6)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations

Continued

Eng I (6)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="201 215 751 248">Comprehension of text read aloud skills*</p> <ul data-bbox="226 256 1604 362" style="list-style-type: none"><li data-bbox="226 256 968 289">• ask and answer appropriate questions about the book<li data-bbox="226 293 1604 326">• use information learned from books by describing, relating, categorizing, or comparing and contrasting<li data-bbox="226 331 842 362">• retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (7)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____) • use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words • use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words • identify and explain the meaning of common idioms, adages, and other sayings • produce analogies with known antonyms and synonyms • use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words • use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words • identify the meaning of common idioms • complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:____) • use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words • determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes • alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words • identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles) • identify and use antonyms, synonyms, homographs, and homophones • use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs • identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots • alphabetize a series of words and use a dictionary or a glossary to find words • identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning • use context to determine the relevant meaning of unfamiliar words or multiple-meaning words • use prefixes and suffixes to determine the meaning of words (e.g., allow/ disallow) • alphabetize a series of words to the first or second letter and use a dictionary to find words • identify and sort words into conceptual categories (e.g., opposites, living things) • determine what words mean from how they are used in a sentence, either heard or read • determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) • identify words that name actions (verbs) and words that name persons, places, or things (nouns) • use a picture dictionary to find words

Continued

Eng I (7)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures) • recognize that compound words are made up of shorter words • identify and use words that name actions, directions, positions, sequences, and locations <p>Sentences and structure skills*</p> <ul style="list-style-type: none"> • attempt to use new vocabulary and grammar in speech (ELL) • use single words and simple phrases to communicate meaning in social situations (ELL) <p>Vocabulary skills*</p> <ul style="list-style-type: none"> • increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English (ELL) • use a large speaking vocabulary, adding several new words daily • demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses • demonstrate understanding of terms used in the instructional language of the classroom

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (12)**Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain how various design techniques used in media influence the message (e.g., shape, color, sound)
- understand how communication changes when moving from one genre of media to another
- identify various written conventions for using digital media (e.g., e-mail, website, video game)
- describe techniques used to create media messages (e.g., sound, graphics)
- recognize different purposes of media (e.g., informational, entertainment)
- recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)
- identify techniques used in media (e.g., sound, movement)
- identify different forms of media (e.g., advertisements, newspapers, radio programs)

Reading/comprehension skills (figure 19)*

- make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence
- make complex inferences about text and use textual evidence to support understanding
- reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)
- make connections between and across texts, including other media (e.g., film, play), and provide textual evidence
- summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts
- ask literal, interpretive, evaluative, and universal questions of text
- make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
- summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts
- establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension
- ask literal, interpretive, and evaluative questions of text
- make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
- summarize information in text, maintaining meaning and logical order
- monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)
- retell important events in stories in logical order
- establish purposes for reading selected texts based upon content to enhance comprehension
- make inferences about text and use textual evidence to support understanding
- ask literal questions of text
- retell or act out important events in stories in logical order
- establish purposes for reading selected texts based upon desired outcome to enhance comprehension
- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence
- monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)
- retell or act out important events in stories

Continued

Eng I (12)**Prerequisite Skills/Links to TEKS Vertical Alignment**

- make inferences based on the cover, title, illustrations, and plot
 - ask and respond to questions about text
 - discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language)
- Reading/beginning reading/strategies***
- use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions
 - ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text
 - use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions
 - 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)
 - ask relevant questions, seek clarification, and locate facts and details about stories and other texts
 - confirm predictions about what will happen next in text by "reading the part that tells"
 - ask and respond to questions about texts read aloud
 - predict what might happen next in text based on the cover, title, and illustrations
- Comprehension of text read aloud skills***
- ask and answer appropriate questions about the book
 - use information learned from books by describing, relating, categorizing, or comparing and contrasting
 - retell or re-enact a story after it is read aloud
- Reading/beginning reading skills/print awareness***
- distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks)
 - identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)
 - read texts by moving from top to bottom of the page and tracking words from left to right with return sweep
 - recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)
 - sequence the letters of the alphabet
 - recognize that spoken words are represented in written English by specific sequences of letters
 - identify upper- and lower-case letters
 - identify different parts of a book (e.g., front and back covers, title page)
 - hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
 - recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)
 - recognize the difference between a letter and a printed word

Continued

Eng I (12)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • demonstrate the one-to-one correspondence between a spoken word and a printed word in text • recognize that spoken words can be represented by print for communication <p>Alphabet knowledge skills*</p> <ul style="list-style-type: none"> • name at least 20 upper and at least 20 lower case letters <p>Motivation to read skills*</p> <ul style="list-style-type: none"> • ask to be read to or ask the meaning of written text • use books and other written materials to engage in pre-reading behaviors • engage in pre-reading and reading-related activities <p>Listening and speaking/listening*</p> <ul style="list-style-type: none"> • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information

Continued

Eng I (12)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p>Listening comprehension skills*</p> <ul style="list-style-type: none"> • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (8)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book

Continued

Eng I (8)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud <p>Listening and speaking/listening*</p> <ul style="list-style-type: none"> • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information <p>Listening comprehension skills*</p> <ul style="list-style-type: none"> • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • use multiple text features and graphics to gain an overview of the contents of text and to locate information • analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas • determine the facts in text and verify them through established methods • summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order • use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information • describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison • distinguish fact from opinion in a text and explain how to verify what is a fact • summarize the main idea and supporting details in text in ways that maintain meaning • use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text • identify explicit cause and effect relationships among ideas in texts • draw conclusions from the facts presented in text and support those assertions with textual evidence • identify the details or facts that support the main idea • use text features (e.g., table of contents, index, headings) to locate specific information in text • describe the order of events or ideas in a text • locate the facts that are clearly stated in a text • identify the main idea in a text and distinguish it from the topic • use text features (e.g., title, tables of contents, illustrations) to locate specific information in text • retell the order of events in a text by referring to the words and/ or illustrations • identify important facts or details in text, heard or read • restate the main idea, heard or read • use titles and illustrations to make predictions about text • discuss the ways authors group information in text • retell important facts in a text, heard or read • identify the topic and details in expository text heard or read, referring to the words and/ or illustrations <p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence

Continued

Eng I (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts

Continued

Eng I (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (10)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions

Continued

Eng I (10)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud <p>Listening and speaking/speaking*</p> <ul style="list-style-type: none"> • advocate a position using anecdotes, analogies, and/ or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively • present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively • give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively • give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively • express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively • speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively • share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language • share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language • share information and ideas by speaking audibly and clearly using the conventions of language <p>Speech production skills*</p> <ul style="list-style-type: none"> • investigate and demonstrate growing understanding of the sounds and intonation of the English language (ELL) <p>Speaking (conversation) skills*</p> <ul style="list-style-type: none"> • match language to social contexts • demonstrate knowledge of nonverbal conversational rules

Continued

Eng I (10)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• demonstrate knowledge of verbal conversational rules• provide appropriate information for various situations• engage in conversations in appropriate ways• use language for different purposes

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (11)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies*</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions

Continued

Eng I (11)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills*</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud <p>Listening and speaking/listening*</p> <ul style="list-style-type: none"> • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information

Continued

Eng I (11)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p>Listening comprehension skills*</p> <ul style="list-style-type: none"> • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (12)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • understand how communication changes when moving from one genre of media to another • identify various written conventions for using digital media (e.g., e-mail, website, video game) • describe techniques used to create media messages (e.g., sound, graphics) • recognize different purposes of media (e.g., informational, entertainment) • recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) • identify techniques used in media (e.g., sound, movement) • identify different forms of media (e.g., advertisements, newspapers, radio programs) <p>Reading/comprehension skills (figure 19)*</p> <ul style="list-style-type: none"> • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories

Continued

Eng I (12)**Prerequisite Skills/Links to TEKS Vertical Alignment**

- make inferences based on the cover, title, illustrations, and plot
 - ask and respond to questions about text
 - discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language)
- Reading/beginning reading/strategies***
- use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions
 - ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text
 - use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions
 - 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)
 - ask relevant questions, seek clarification, and locate facts and details about stories and other texts
 - confirm predictions about what will happen next in text by "reading the part that tells"
 - ask and respond to questions about texts read aloud
 - predict what might happen next in text based on the cover, title, and illustrations
- Comprehension of text read aloud skills***
- ask and answer appropriate questions about the book
 - use information learned from books by describing, relating, categorizing, or comparing and contrasting
 - retell or re-enact a story after it is read aloud
- Reading/beginning reading skills/print awareness***
- distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks)
 - identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)
 - read texts by moving from top to bottom of the page and tracking words from left to right with return sweep
 - recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)
 - sequence the letters of the alphabet
 - recognize that spoken words are represented in written English by specific sequences of letters
 - identify upper- and lower-case letters
 - identify different parts of a book (e.g., front and back covers, title page)
 - hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
 - recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)
 - recognize the difference between a letter and a printed word
 - demonstrate the one-to-one correspondence between a spoken word and a printed word in text

Continued

Eng I (12)**Prerequisite Skills/Links to TEKS Vertical Alignment**

- recognize that spoken words can be represented by print for communication

Alphabet knowledge skills*

- name at least 20 upper and at least 20 lower case letters

Motivation to read skills*

- ask to be read to or ask the meaning of written text
- use books and other written materials to engage in pre-reading behaviors
- engage in pre-reading and reading-related activities

Listening and speaking/listening*

- summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices
- follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems
- listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims
- draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions)
- paraphrase the major ideas and supporting evidence in formal and informal presentations
- follow and give oral instructions that include multiple action steps
- listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective
- determine both main and supporting ideas in the speaker's message
- follow, restate, and give oral instructions that include multiple action steps
- listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective
- follow, restate, and give oral instructions that involve a series of related sequences of action
- listen attentively to speakers, ask relevant questions, and make pertinent comments
- follow, restate, and give oral instructions that involve a short related sequence of actions
- listen attentively to speakers and ask relevant questions to clarify information
- follow oral directions that involve a short related sequence of actions
- listen attentively by facing speakers and asking questions to clarify information

Continued

Eng I (12)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p>Listening comprehension skills*</p> <ul style="list-style-type: none"> • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) <p>Reading/beginning reading/strategies</p> <ul style="list-style-type: none"> • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • 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) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations <p>Comprehension of text read aloud skills</p> <ul style="list-style-type: none"> • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • create multi-paragraph essays to convey information about the topic that: <ul style="list-style-type: none"> (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; and (iv) use a variety of sentence structures and transitions to link paragraphs • write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) • write responses to literary or expository texts and provide evidence from the text to demonstrate understanding • write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing) • create brief compositions that: <ul style="list-style-type: none"> (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement • write responses to literary or expository texts that demonstrate an understanding of the text • write brief comments on literary or informational texts • write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) • write brief compositions about topics of interest to the student • dictate or write information for lists, captions, or invitations <p>Writing/writing process*</p> <p><i>Revising</i></p> <ul style="list-style-type: none"> • revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed • revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences • revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed • revise final draft in response to feedback from peers and teacher and publish written work for a specific audience • revise drafts for coherence, organization, use of simple and compound sentences, and audience

Continued

Eng I (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• revise drafts by adding or deleting words, phrases, or sentences• revise drafts by adding or deleting a word, phrase, or sentence• revise drafts by adding details or sentences

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (16)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed• revise final draft in response to feedback from peers and teacher and publish written work for a specific audience• revise drafts for coherence, organization, use of simple and compound sentences, and audience• revise drafts by adding or deleting words, phrases, or sentences• revise drafts by adding or deleting a word, phrase, or sentence• revise drafts by adding details or sentences

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • recognize and use basic capitalization for: <ol style="list-style-type: none"> (i) the beginning of sentences; (ii) the pronoun "I"; and (iii) names of people • capitalize the first letter in a sentence <p><i>Punctuation</i></p> <ul style="list-style-type: none"> • use correct punctuation marks, including: <ol style="list-style-type: none"> (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses • recognize and use punctuation marks including: <ol style="list-style-type: none"> (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens • recognize and use punctuation marks including: <ol style="list-style-type: none"> (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations; and (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements) • recognize and use punctuation marks including: <ol style="list-style-type: none"> (i) commas in compound sentences; and (ii) proper punctuation and spacing for quotations • recognize and use punctuation marks including: <ol style="list-style-type: none"> (i) commas in compound sentences; and (ii) quotation marks • recognize and use punctuation marks including: <ol style="list-style-type: none"> (i) apostrophes in contractions and possessives; and (ii) commas in series and dates • recognize and use punctuation marks, including: <ol style="list-style-type: none"> (i) ending punctuation in sentences; (ii) apostrophes and contractions; and (iii) apostrophes and possessives • recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences • use punctuation at the end of a sentence

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (17)**Prerequisite Skills/Links to TEKS Vertical Alignment**

- (vi) relative pronouns (e.g., whose, that, which);
- (vii) subordinating conjunctions (e.g., because, since); and
- (viii) transitions for sentence to sentence or paragraph to paragraph coherence
- differentiate between the active and passive voice and know how to use them both
- use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (irregular verbs and active and passive voice);
 - (ii) non-count nouns (e.g., rice, paper);
 - (iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);
 - (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
 - (vi) indefinite pronouns (e.g., all, both, nothing, anything);
 - (vii) subordinating conjunctions (e.g., while, because, although, if);
 - (viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to)
- use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (irregular verbs and active voice);
 - (ii) collective nouns (e.g., class, public);
 - (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);
 - (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
 - (vi) indefinite pronouns (e.g., all, both, nothing, anything);
 - (vii) subordinating conjunctions (e.g., while, because, although, if); and
 - (viii) transitional words (e.g., also, therefore)
- use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (irregular verbs);
 - (ii) nouns (singular/ plural, common/ proper);
 - (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);
 - (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
 - (vi) reflexive pronouns (e.g., myself, ourselves);
 - (vii) correlative conjunctions (e.g., either/ or, neither/ nor); and
 - (viii) use time-order transition words and transitions that indicate a conclusion
- use complete simple and compound sentences with correct subject-verb agreement

Continued

Eng I (17)**Prerequisite Skills/Links to TEKS Vertical Alignment**

- use the complete subject and the complete predicate in a sentence
- use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/ plural, common/ proper);
 - (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
 - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
 - (v) prepositions and prepositional phrases;
 - (vi) possessive pronouns (e.g., his, hers, theirs);
 - (vii) coordinating conjunctions (e.g., and, or, but); and
 - (viii) time-order transition words and transitions that indicate a conclusion
- distinguish among declarative and interrogative sentences
- use complete sentences with correct subject-verb agreement
- understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/ plural, common/ proper);
 - (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);
 - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns (e.g., he, him); and
 - (vii) time-order transition words
- ask questions with appropriate subject-verb inversion
- speak in complete sentences with correct subject-verb agreement
- understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/ plural, common/ proper);
 - (iii) adjectives (e.g., descriptive: green, tall);
 - (iv) adverbs (e.g., time: before, next);
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns (e.g., I, me); and
 - (vii) time-order transition words
- use complete simple sentences
- speak in complete sentences to communicate

Continued

Eng I (17)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): <ul style="list-style-type: none"> (i) past and future tenses when speaking; (ii) nouns (singular/ plural); (iii) descriptive words; (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and (v) pronouns (e.g., I, me) <p>Concepts about print skills</p> <ul style="list-style-type: none"> • use some appropriate writing conventions when writing or giving dictation <p>Sentences and structure skills</p> <ul style="list-style-type: none"> • combine sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning • combine more than one idea using complex sentences • use sentences with more than one phrase • use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement • use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order <p>Vocabulary skills</p> <ul style="list-style-type: none"> • use category labels to understand how the words/ objects relate to each other • use a wide variety of words to label and describe people, places, things, and actions

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (18)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> (iii) official titles of people • use capitalization for: <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 • recognize and use basic capitalization for: <ul style="list-style-type: none"> (i) the beginning of sentences; (ii) the pronoun "I"; and (iii) names of people • capitalize the first letter in a sentence <p><i>Punctuation</i></p> <ul style="list-style-type: none"> • use correct punctuation marks, including: <ul style="list-style-type: none"> (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses • recognize and use punctuation marks including: <ul style="list-style-type: none"> (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens • recognize and use punctuation marks including: <ul style="list-style-type: none"> (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations; and (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements) • recognize and use punctuation marks including: <ul style="list-style-type: none"> (i) commas in compound sentences; and (ii) proper punctuation and spacing for quotations • recognize and use punctuation marks including: <ul style="list-style-type: none"> (i) commas in compound sentences; and (ii) quotation marks • recognize and use punctuation marks including: <ul style="list-style-type: none"> (i) apostrophes in contractions and possessives; and (ii) commas in series and dates • recognize and use punctuation marks, including: <ul style="list-style-type: none"> (i) ending punctuation in sentences; (ii) apostrophes and contractions; and (iii) apostrophes and possessives • recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences

Continued

Eng I (18)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• use punctuation at the end of a sentence

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

Eng I (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • spell high-frequency and compound words from a commonly used list • spell words with more advanced orthographic patterns and rules: <ul style="list-style-type: none"> (i) consonant doubling when adding an ending; (ii) dropping final "e" when endings are added (e.g., -ing, -ed); (iii) changing y to i before adding an ending; (iv) double consonants in middle of words; (v) complex consonants (e.g., scr-, -dge, -tch); and (vi) abstract vowels (e.g., ou as in could, touch, through, bought) • use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell • spell simple contractions (e.g., isn't, aren't, can't) • spell base words with inflectional endings (e.g., -ing and -ed) • spell words with common orthographic patterns and rules: <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) • use phonological knowledge to match sounds to letters to construct unknown words • use resources to find correct spellings • spell high-frequency words from a commonly used list • spell base words with inflectional endings (e.g., adding "s" to make words plurals) • use letter-sound patterns to spell: <ul style="list-style-type: none"> (i) consonant-vowel-consonant (CVC) words; (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and (iii) one-syllable words with consonant blends (e.g., "drop") • use phonological knowledge to match sounds to letters to construct known words • write one's own name • use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut") • use phonological knowledge to match sounds to letters <p>Independently conveys meaning skills</p> <ul style="list-style-type: none"> • write own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters <p>Speech production skills</p> <ul style="list-style-type: none"> • perceive differences between similar sounding words

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.