

Grade 2 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including: (v) adverbs that convey time and adverbs that convey place;</p>	<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;</p> <p>(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including: (vi) prepositions and prepositional phrases;</p>	<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;</p> <p>(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases;</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including: (vii) pronouns, including subjective, objective, and possessive cases;</p>	<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;</p> <p>(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (vi) pronouns (e.g., he, him); and</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>

Grade 2 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(viii) coordinating conjunctions to form compound subjects and predicates;</p>	<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;</p>	<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;</p> <p>(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use capitalization for:</p> <p style="padding-left: 20px;">(i) proper nouns;</p> <p style="padding-left: 20px;">(ii) months and days of the week;</p> <p style="padding-left: 20px;">(iii) the salutation and closing of a letter;</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p>	<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;</p> <p>(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(C) recognize and use punctuation marks, including:</p> <p style="padding-left: 20px;">(i) ending punctuation in sentences;</p> <p style="padding-left: 20px;">(ii) apostrophes and contractions; and</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>

Grade 2 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;</p> <p>(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(B) spell words with common orthographic patterns and rules:</p> <p style="padding-left: 20px;">(i) complex consonants (e.g., hard and soft c and g, ck);</p> <p style="padding-left: 20px;">(ii) r-controlled vowels;</p> <p style="padding-left: 20px;">(iii) long vowels (e.g., VCe-hope); and</p> <p style="padding-left: 20px;">(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);</p> <p>(C) spell high-frequency words from a commonly used list;</p>	<p>The 2017 TEKS require students to apply their knowledge of spelling through writing and editing drafts.</p> <p>Note that SE 11.D.xi has been expanded to include spelling of the six syllable types, words with silent letters, and the correct spelling of high-frequency words.</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(E) publish and share writing.</p>	<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(E) publish and share writing with others.</p>	
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) compose literary texts, including personal narratives and poetry;</p>	<p>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write brief stories that include a beginning, middle, and end; and</p> <p>(B) write short poems that convey sensory details.</p>	
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(B) compose informational texts, including procedural texts and reports; and</p>	<p>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write brief compositions about topics of interest to the student;</p>	
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(C) compose correspondence such as thank you notes or letters.</p>	<p>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and</p>	

Grade 2 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</p>	<p>(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</p>	<p>Note that 2017 SE 13.B aligns to the Knowledge and Skills statement for 2009 24.</p> <p>Note that SEs 13.A and 13.B require adult assistance.</p>
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) Identify and gather relevant sources and information to answer the questions;</p>	<p>(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(B) decide what sources of information might be relevant to answer these questions.</p> <p>(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;</p>	
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(D) identify primary and secondary sources;</p>		
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(E) demonstrate understanding of information gathered;</p>		
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(F) cite sources appropriately; and</p>		

Grade 2 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p>(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</p>	<p>Multimodal presentations include more than one mode of delivery.</p>
2009 standards with no identified 2017 alignment		
	<p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).</p>	
	<p>(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:</p> <p style="padding-left: 20px;">(i) single letters (consonants and vowels);</p>	
	<p>(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);</p>	
	<p>(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(H) monitor accuracy of decoding.</p>	
	<p>(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and</p>	<p>Instruction of children's literature, including folktales, fables, and fairy tales is addressed in SE 9.A.</p>

Grade 2 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p>(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.</p>	Instruction of children's literature, including folktales, fables, and fairy tales is addressed in SE 9.A.
	<p>(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.</p>	Instruction of poetry is addressed in SE 9.B.
	<p>(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) describe similarities and differences in the plots and settings of several works by the same author; and</p>	
	<p>(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.</p>	Literary nonfiction is not specifically referenced in the 2017 TEKS. However, it is considered a type of literary text. Instruction of literary text is addressed in SE 9.A.
	<p>(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).</p>	Instruction of literal and figurative language is addressed in SE 10.D.
	<p>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(B) locate the facts that are clearly stated in a text;</p>	
	<p>(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) follow written multi-step directions; and</p>	Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii.

Grade 2 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p>(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).</p>	Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii.
	<p>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) recognize different purposes of media (e.g., informational, entertainment);</p>	
	<p>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).</p>	
	<p>(20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.</p>	
	<p>(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;">(vii) time-order transition words;</p>	
	<p>(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(C) distinguish among declarative and interrogative sentences.</p>	
	<p>(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) write legibly leaving appropriate margins for readability;</p>	

Grade 2 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p>(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(C) recognize and use punctuation marks, including:</p>	
	<p>(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(F) use resources to find correct spellings.</p>	
	<p>(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and</p>	
	<p>(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</p>	
	<p>(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.</p>	