

Draft English Language Arts and Reading, Grade 2

(a) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author’s purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student’s first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (4) Current research [add references] stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the ELPS and the student’s English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.
- (5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:

- (A) demonstrate print awareness by:
- (i) distinguishing features of a sentence such as capitalization of first word, ending punctuation, commas, quotation marks; and
 - (ii) using environmental print and common graphic features to assist in the interpretation of text such as signs, labels, captions, photographs, and illustrations;
- (B) demonstrate and apply phonetic knowledge by decoding multisyllabic words in context and in isolation by applying common letter-sound correspondences including:
- (i) matching sounds to letters to construct unknown words using single letters (consonants and vowels);
 - (ii) decoding and encoding consonant blends such as thr, spl; consonant digraphs such as ng, ck, ph; and complex consonants such as hard and soft c and g, ck);
 - (iii) decoding and encoding multisyllabic words using closed syllable such as pic-nic, mon-ster;
 - (iv) decoding and encoding multisyllabic words using open syllable such as ti-ger;
 - (v) decoding and encoding multisyllabic words using vowel-consonant-silent "e" words such as in-vite, cape);
 - (vi) decoding and encoding multisyllabic words using vowel teams including vowel digraphs such as ie, ue, ew, oo, and ee, vowel trigraphs (such as igh), and diphthongs such as oi, ou, ow, and oy;
 - (vii) decoding and encoding multisyllabic words using r-controlled vowels such as ar, er, ir, or, ur); and
 - (viii) decoding and encoding multisyllabic words using final stable syllable such as sta-tion, tum-ble);
 - (ix) decoding and encoding words with common spelling patterns such as word families;
 - (x) reading and using words with common prefixes such as un-, dis- and suffixes such as -ly, -less, -ful to determine the meaning of words such as allow/disallow;
 - (xi) spelling base words with inflectional suffixes such as -ing and -ed;
 - (xii) identifying and reading abbreviations such as Mr., Ave.;
 - (xiii) reading and spelling simple contractions such as haven't, it's, aren't, and can't;
 - (xiv) reading and spelling at least 300 high-frequency words from a researched based list;
- (C) develop vocabulary to:
- (i) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - (ii) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;
- (D) alphabetize a series of words and use a dictionary or a glossary to find words; and
- (E) develop foundational skills by reading self-selecting or assigned texts independently for a sustained period of time.
- (2) Comprehension. Students use a flexible range of metacognitive skills, vocabulary and fluency to understand text that is read, written, spoken, and heard. The student is expected to:
- (A) combine information from the text and the readers' schema in order to create new understanding;

- (B) use text features, elements and structure to make and confirm predictions, including features across genres and teaching the various structures;
 - (C) generate questions about text to deepen understanding and gain information;
 - (D) visualize sensory images to interpret and analyze texts;
 - (E) search for and use connections to personal experiences, to ideas in other texts and to the larger community;
 - (F) sort through information read to distinguish what is most important to understanding an author's' message;
 - (G) make inferences about text and use textual evidence to support understanding;
 - (H) summarize, paraphrase, or retell texts in ways that maintain meaning in logical order within a text and across texts; and
 - (I) establish purpose for reading assigned and self-selected texts and monitor comprehension making connections and adjustments when that understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:
- (A) discuss and record predictions;
 - (B) share questions generated before, during and after reading a text;
 - (C) describe mental images that support interpretations and analysis of text;
 - (D) share personal connections that directly support comprehension of texts;
 - (E) explain inferences supported with text evidence;
 - (F) locate and explain why specific information is important to the author's message;
 - (G) describe insights gained from combining text information with personal schema;
 - (H) create short summaries that maintain meaning and logical order; and
 - (I) explain how texts evoke personal responses.
- (4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:
- (A) use comprehension skills to listen attentively to others in formal and informal settings;
 - (B) speak clearly and to the point, using the conventions of language; and
 - (C) work productively with others in teams.
- (5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:
- (A) read, respond to, and dictate or write literary text (fiction and narrative) by attending to character, setting, plot, key events, sensory details, theme, and structure including beginning, middle and end;
 - (B) read and respond to traditional literature from a variety of cultures;
 - (C) read, respond to and dictate or write poetry by attending to rhyme, rhythm, beat and similarities in words;
 - (D) read, respond to and dictate or write informational text attending to topic, details, title, illustrations and structure including descriptive and sequential; and

- (E) read, respond to and dictate or write procedural expository text attending to pictorial directions and structure including sequential order.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) notice and discuss the ways authors structure text with a focus on sequential and descriptive;
 - (B) notice and discuss the author's purpose for writing text including to entertain or inform;
 - (C) identify and use, with support, elements of craft such as punctuation, capitalization, bold words, and descriptive words;
 - (D) identify moral lessons as themes in well-known fables, legends, myths, or stories; and
 - (E) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing such as drawing, sharing ideas, listing key ideas);
 - (B) develop drafts by sequencing ideas through writing sentences;
 - (C) revise drafts by adding or deleting words, phrases, or sentences;
 - (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;
 - (E) publish and share writing with others;
 - (F) understand the function of and use the conventions of academic language including:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives such as descriptive: old, wonderful; articles: a, an, the;
 - (iv) adverbs such as time: before, next; manner: carefully, beautifully;
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns such as he, him; and
 - (G) use complete sentences with correct subject-verb agreement;
 - (H) distinguish among declarative and interrogative sentences;
 - (I) write legibly leaving appropriate margins for readability;
 - (J) use capitalization for proper nouns, months and days of the week, and the salutation and closing of a letter;
 - (K) recognize and use punctuation marks, including: ending punctuation in sentences; apostrophes and contractions; and apostrophes and possessives; and
 - (L) use resources to find correct spellings.
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:

- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics;
- (B) decide what sources of information might be relevant to answer these questions;
- (C) gather evidence from available sources (natural and personal) as well as from interviews with local experts;
- (D) use text features such as table of contents, alphabetized index, headings in age-appropriate reference works such as picture dictionaries to locate information;
- (E) record basic information in simple visual formats such as notes, charts, picture graphs, diagrams; and
- (F) revise the topic as a result of answers to initial research questions.

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