

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading, Kindergarten – Grade 2

Prepared by the State Board of Education TEKS Review Committees

First Draft, November 2015

These draft proposed revisions reflect the changes to the English language arts and reading Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for **Kindergarten - Grade 2**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

KINDERGARTEN - GRADE 2, ENGLISH LANGUAGE ARTS AND READING TABLE OF CONTENTS

Kindergarten.....	pages 2–14
Grade 1.....	pages 15–29
Grade 2.....	pages 30-42

§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010

TEKS with edits

Committee Comments

(a)	Introduction.	
(1)	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.</p> <p><u>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.</u></p>	Sub-committee rewrote.
(2)	<p>For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p> <p><u>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.</u></p>	Sub-committee rewrote.
(A)	<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding,</p>	Sub-committee rewrote.

	<p>and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	
(B)	<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	
(C)	<p>During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	
(3)	<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English I as described in subsection (b) of this section.</p> <p><u>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.</u></p>	
(4)	<p><u>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</u></p>	

	<p><u>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.</u></p>	
(5)	<p><u>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).</u></p>	
(6)	<p><u>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.</u></p>	
(b)	<p>Knowledge and skills: <u>Listening/Speaking/Reading/Writing using Multiple Text Types; Listening/Speaking/Reading/Writing:</u></p>	
(4)	<p>Reading/Beginning Reading Skills/Print Awareness: Students understand how English is written and printed.</p>	Be sure to eliminate wordiness.
(1)	<p><u>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:</u></p>	It is redundant to list them here and in the expectations. Put spelling on #1
(A)	<p><u>demonstrate print awareness by:</u></p>	Added new SE under new strand
(i)	<p><u>recognizing environmental print;</u></p>	Added new SE
(A) (iv)	<p>recognizing that spoken words can be represented by print for communication;</p>	
(B) (viii)	<p>identifying <u>all</u> upper- and lower-case letters;</p>	Clarification
(C) (vi)	<p>demonstrating the one-to-one correspondence between a spoken word and a printed word in text;</p>	

(D) (vii)	recognizing the difference between a letter and a printed word; <u>and</u>	
(E) (v)	recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries. (e.g., including through kinesthetic or tactile actions such as clapping and jumping);	Example of phonemic awareness and is an ineffective example.
(F) (ii)	holding a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right <u>with return sweep</u> ; <u>and</u>	Builds foundation for first grade reading.
(G) (iii)	identifying different parts of a book (e.g., the front cover and ,back covers and title page) of a book.	Too wordy.
(2) (B)	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. <u>demonstrate phonological awareness:</u>	rewritten
(A) (i)	identifying a sentence made up of a group of words <u>the individual words in a spoken simple sentence;</u>	Clarification
(B) (iv)	<u>identifying syllables in spoken words;</u>	Moved from Phonetic knowledge and reworded
(ii)	<u>identifying and producing rhyming words in response to an oral prompt;</u>	Combined 3C and 3D
(E) (iii)	<u>recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g such as, "baby boy bounces the ball");</u>	Moved from 3
(F) (v)	<u>blending spoken onsets and rimes to form simple words (e.g such as, onset/c/ and rime/at/ make cat);</u>	Moved from 3
(G) (vii)	<u>blending spoken phonemes to form one-syllable words (e.g such as, /m/ .../a/ .../n/ says man);</u>	Moved from 3
(H) (vi)	<u>isolating the initial sound in one-syllable spoken words; and</u>	Moved from 3
(I) (viii)	<u>segmenting spoken one-syllable words into two to three individual phonemes (e.g such as, dog:/d/ .../o/ .../g/).</u>	Moved from 3 Clarification
(3) (C)	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. <u>demonstrate phonetic knowledge by</u>	Strand redone Added SE to strand

(i) (A)	<u>identifying and matching the common sounds that letters represent with automaticity;</u>	Combined 3A & 18A From Cavanaugh's (2015) research
(ii) (B)	<u>using knowledge of letter-sound relationships to decode (including, VC, CVC, CCVC, and CVCC words);and encode (including, VC, CVC words);regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);</u>	Combined 3B & 18B
(iii) (C)	<u>recognizing that new words are can be created when letters are changed, added, or deleted; and</u>	Clarification
(iv) (D)	<u>identifying and reading at least 25 high-frequency words with automaticity from a commonly-research based used list;</u>	From Cavanaugh's (2015) research
(C)	orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");	Rewritten
(D)	distinguish orally presented rhyming pairs of words from non-rhyming pairs;	Rewritten
(E)	recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");	Moved to phonological awareness
(F)	blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make eat);	Moved to phonological awareness
(G)	blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);	Moved to phonological awareness
(H)	isolate the initial sound in one-syllable spoken words; and	Moved to phonological awareness
(I)	segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).	Moved to phonological awareness
(D)	<u>develop vocabulary to:</u>	Added SE
(i)	<u>identify and use words that name actions, directions, positions, sequences, and locations;</u>	Moved from 5A
(ii)	recognize <u>understand</u> that compound words are made up of shorter words;	Moved from 5B
(iii)	<u>identify and sort pictures of objects into conceptual categories (e.g., including colors, shapes, textures); and</u>	Moved from 5C
(iv)	<u>use a variety of resources to find words (such as; a picture dictionary, environmental print or digital resources);</u>	Reworded CCRS IIB3A
(v)	identify and read at least 25 high-frequency words from a commonly-used list.	Listed above on C (iv)
(E)	<u>Develop foundational skills by</u>	
(i)	<u>Self-selecting texts and reading independently for a sustained period of time.</u>	

(ii)	<u>form write upper- and lower-case letters legibly using appropriate formation and the basic conventions of print (left-to-right and top-to-bottom progression);</u>	<u>Reworded</u>
(2)	<u>Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:</u>	New Strand Statement
(A)	<u>establish purpose for reading assigned and self-selected texts and monitor comprehension making corrections and adjustments when that understanding breaks down.</u>	Intro from Figure 19 Pearson expert
(B)	<u>search for and use connections to personal experiences, to ideas in other texts and to the larger community.</u>	Fig 19F CCRS II D1A
(C)	<u>visualize sensory images to interpret and analyze texts.</u>	CCRS IIA6A New statement
(D)	<u>generate questions about text to deepen understanding and gain information.</u>	Figure 19 B
(E)	<u>use text features, elements and structure to make and confirm predictions.</u>	(CCRS III 2A)
(F)	<u>sort through information read to distinguish what is most important in understanding an author's message.</u>	Added new statement
(G)	<u>make inferences about text and use textual evidence to support understanding.</u>	(Fig 19D) (CCRS II A4)
(H)	<u>summarize, paraphrase, or retell texts in ways that maintain meaning in logical order within a text and across texts.</u>	(Fig 19D) (CCRS II A 4)
(I)	<u>combine information from the text and the readers' schema in order to create new understanding.</u>	CCRS II D1A
(3)	<u>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:</u>	New Strand Statement
(A)	<u>Discuss and record predictions with assistance.</u>	Added a new SE
(A)	<u>listen attentively by facing speakers and asking questions to clarify information; and</u>	Moved to Collaboration
(B) (B)	follow oral or pictorial directions that involve a short related sequence of actions. <u>Share questions generated before, during and after reading a text with assistance.</u>	Moved from 3B CCRS IV A3B
(B) (C)	ask and respond to questions relevant to about texts read aloud. <u>Discuss mental images that support interpretations and analysis of text.</u>	Moved from Fig. 19

(D)	<u>Share personal connections that directly support comprehension of texts.</u>	Part of Figure 19F; Making connections to other text is stated in Strand 2.
(E)	<u>Discuss inferences, supported with text evidence.</u>	Moved from 6A
(F)	<u>Discuss why specific information is important to the author’s message.</u>	Stephanie Harvey’s research New SE
(G)	<u>Discuss insights gained from combining text information with personal schema.</u>	CCRS New SE
(H)	<u>Retell short summaries that maintain meaning and logical order.</u>	Fig. 19E
(I)	<u>Explain how texts evoke personal responses.</u>	CCRS
(A)	follow pictorial directions (e.g., recipes, science experiments); and	Added to 3A.
22	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.	Clarity
(23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.	Clarity; moved to Collaboration Strand
(B)	recognize that compound words are made up of shorter words;	Moved to Vocabulary in Strand 1
(C)	identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and	Moved to Vocabulary in Strand 1
(D)	use a picture dictionary to find words.	Moved to Vocabulary in Strand 1
(4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: Collaboration: Students work in teams which are both teacher- and student led to communicate effectively in a variety of contexts using the conventions of English. Students will continue to apply earlier standards with greater depth to increasingly complex texts as they become independent, self-directed, and critical learners. Students are expected to:	New Strand was added here
(A)	predict what might happen next in text based on the cover, title, and illustrations; and	From Figure 19 (A)
(B)	ask and respond to questions about texts read aloud.	Moved to response
(4)	<u>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:</u>	New strand statement
(A)	<u>follow agreed-upon rules for discussion, including taking turns and speaking one at a time.</u>	From Listening and speaking

		CCRS III B1A-B, CCRS III B2B
(B)	<u>share information and ideas by speaking audibly and clearly using the conventions of language.</u>	From Listening and speaking
(C)	<u>listen attentively by facing speakers and asking questions to clarify information</u>	From Listening and speaking CCRS IV A3A, CCRS IV B2A-B, CCRS IV B3C
(D)	Students <u>work productively with others in teams.</u>	From Listening and speaking/Reworded to match strand
(5)	<u>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:</u>	New strand statement
(A)	<u>read, respond to, and dictate or write literary text (fiction and narrative) by attending to character, setting, key events, sensory details, and structure including beginning, middle and end</u>	Rewritten from 6
(B)	<u>read and respond to traditional literature from a variety of cultures</u>	Rewritten from 6B CCRS IIC2 CCRS IID2
(C)	<u>read, respond to and dictate or write poetry by attending to rhyme, rhythm, beat and similarities in words</u>	Rewritten 7
(D)	<u>read, respond to and dictate or write informational text attending to topic, details, title, illustrations and structure including descriptive and sequential</u>	Rewritten 10 CCRS I A3A
(E)	<u>read, respond to and dictate or write procedural expository text attending to pictorial directions and structure including sequential order</u>	Rewritten 11
(5)	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to: Author's Purpose and Craft within Multiple Genres. Students use multiple modes of discourse to analyze and compose a variety of literary and informational texts and media. Students will continue to apply earlier standards with greater depth to increasingly complex texts as they become independent, self-directed, and critical learners. Students are expected to:	Strand rewritten

(A)	identify and use words that name actions, directions, positions, sequences, and locations;	Moved to Strand 1
(B)	recognize that compound words are made up of shorter words;	Moved to Strand 1
(C)	identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and	Moved to Strand 1
(D)	use a picture dictionary to find words.	Moved to Strand 1
(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:	Strand rewritten
(A)	identify elements of a story including setting, character, and key events	Rewritten in Multi Genre strand
(B)	Discuss the big idea (theme) of a well known folktale or fable and connect it to personal experience	Moved to Multi Genre strand
(C)	Recognize sensory details; and	Rewritten in Multi Genre strand
(D)	Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures	Text element not skill or strategy
(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 respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	Add handwriting
(8)	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:	Strand removed
(A)	retell a main event from a story read aloud; and	Rewritten under Comprehension
(B)	describe characters in a story and the reasons for their actions.	Moved to Multiple Genre
(9)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.	Strand removed
(10)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:	Strand removed

(A)	identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	Rewritten in Multi Genre
(B)	retell important facts in a text, heard or read;	Rewritten in Comprehension
(C)	discuss the ways authors group information in text; and	Moved to Author's Craft Strand
(D)	use titles and illustrations to make predictions about text.	Rewritten in Multi Genre
(11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	Removed Strand
(A)	follow pictorial directions (e.g., recipes, science experiments); and	Put under Response
(B)	identify the meaning of specific signs (e.g., traffic signs, warning signs).	Reworded and added to Foundational
(12)	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 (with adult assistance) are expected to:	Removed strand
(A)	identify different forms of media (e.g., advertisements, newspapers, radio programs); and	Address in informational texts
(B)	identify techniques used in media (e.g., sound, movement).	Addressed in Technology Application TEKS
(6)	<u>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:</u>	New Strand Statement CCRS I A1B CCRS I A1C CCRS II A3B
(A)	<u>notice and discuss the ways authors group information in structure text with a focus on sequential and descriptive</u>	Moved from 10 C CCRS II A1A-C
(B)	<u>notice and discuss the author's purpose for writing text including to entertain or inform</u>	
(C)	<u>identify and use, with support, elements of craft such as punctuation, capitalization, bold words, and descriptive words</u>	New SE for this strand
(13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:	Rewrote strand
(7)	<u>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:</u>	New Strand Statement
(A)	plan a first draft by generating ideas for writing through class discussion;	CCRS IA1A

(B)	develop drafts by sequencing the action or details in the story;	CCRS I A2A
(C)	revise drafts by adding details or sentences;	CCRS I A4A-G
(D)	edit drafts by leaving spaces between letters and words; and	CCRS I A5A
(E)	share writing with others.	
(14)	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:	Strand was removed
(A)	dictate or write sentences to tell a story and put the sentences in chronological sequence; and	Rewritten under Multiple Genre
(B)	dictate or write short poems.	Rewritten under Multiple Genre
(15)	Writing/Expository and Procedural Texts. Students dictate or write expository and procedural or work-related texts such as lists, captions, invitations, thank you notes, or procedures to communicate ideas and information to specific audiences for specific authentic purposes. Students are expected to dictate or write information for such as lists, captions, or invitations.;	Rewritten under Multiple Genre
(16)	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:	Removed strand
(A) (F)	understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):	
(i)	past and future tenses when speaking; <u>verbs (past, present, and future);</u>	Continuity with 1 st , 2 nd , and 3 rd grades.
(ii)	nouns (singular/plural);	
(iii)	<u>adjectives</u> (descriptive words);	Unnecessary
(iv)	prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and	Unnecessary
(v)	pronouns (e.g. such as, I, me);	Provide example
(B) (G)	speak <u>and write</u> in complete sentences to communicate; and <u>.</u>	Clarity
(C)	use complete simple sentences.	Same as B
(17)	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:	Strand removed

(I)	capitalize the first letter in a sentence; and	Removed as not next to last statement
(J)	use punctuation at the end of a sentence ; and	
(18)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	Strand removed
(A)	use phonological knowledge to match sounds to letters;	Combined 3A and 18A
(B)	use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and	Combined 3B and 18B
(C) <u>(K)</u>	write one's own name.	
(19)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:	Added to Research and Inquiry strand
<u>(8)</u>	<u>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:</u>	New Strand Statement
(A)	ask questions about topics of class-wide interest; and	Reworded because not next to last statement CCRS V A1-2
(B)	decide what sources or people in the classroom, school, library, or home can answer these questions.	CCRS V B1
(20)	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 (with adult assistance) are expected to:	Added to Research and Inquiry strand
(A) <u>(C)</u>	gather evidence from provided text sources; and	CCRS I A2B
(B) <u>(D)</u>	use pictures in conjunction with writing when documenting research.	
(21)	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	Becomes part of the Response strand
(A)	listen attentively by facing speakers and asking questions to clarify information; and	Moved to Response Strand
(B)	follow oral directions that involve a short related sequence of actions.	Moved to Response Strand
(22)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.	Moved to Response Strand
(23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students	Moved to Response Strand

	continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	
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§110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010

TEKS with edits

Committee Comments

(a)	Introduction.	
(1)	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.</p>	<p>Want to integrate these at the end.</p> <p>Change introduction to adhere to the new framework.</p> <p>Look at the possibility of removing the</p> <p>Put a clause for including or such as.</p>
(1)	<p><u>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.</u></p>	
(2)	<p>For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>	
(A)	<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	
(B)	<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	

(c)	<p>During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	
(2)	<p><u>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.</u></p>	
(3)	<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in Grade 1 as described in subsection (b) of this section.</p>	
(3)	<p><u>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.</u></p>	
(4)	<p>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	
(4)	<p><u>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</u></p>	

	<u>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.</u>	
(5)	<u>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).</u>	
(6)	<u>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.</u>	
(b)	Knowledge and skills: <u>Listening/Speaking/Reading/Writing using Multiple Text Types; Listening/Speaking/Reading/Writing;</u>	
(1)	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. <u>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:</u>	New Strand
(A)	<u>demonstrate print awareness by:</u>	Alignment with new strand
(A) (i)	recogniz <u>ing</u> that spoken words are represented in written English by specific sequences of letters;	grammar
(B) (ii)	identifi <u>ing all</u> upper- and lower-case letters <u>fluently</u> ;	Important to efficient decoding (fluent vs. with automaticity)
(C) (iii)	sequenc <u>ing</u> the letters of the alphabet;	grammar
(D) (iv)	recogniz <u>ing</u> the distinguishing features of a sentence (e.g., <u>such as</u> capitalization of first word, ending punctuation);	Grammar; clarification
(E) (v)	read <u>ing</u> texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	Grammar
(F) (vi)	identifi <u>ing</u> the information that different parts of a book provide (e.g., <u>such as</u> title, author, illustrator, table of contents).	Grammar; clarification
(B)	<u>demonstrate phonological awareness by:</u>	
(A) (i)	<u>orally generate a series of original rhyming words using a variety of phonograms (e.g., <u>such as-</u></u>	Moved; clarification

	<u>ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);</u>	
(B) (ii)	<u>distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., such as bit/bite);</u>	Moved; clarification
(C) (iii)	<u>recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., such as /b/l/o/w/ to/g/l/o/w/);</u>	Move; clarification
(D) (iv)	<u>blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., such as spr);</u>	Moved; clarification
(E) (v)	<u>isolate initial, medial, and final sounds in one-syllable spoken words; and</u>	
(F) (vi)	<u>segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., such as splat =/s/p/l/a/t/);</u>	Moved; clarification
(C)	<u>Develop phonetic knowledge by:</u>	Change format
(A)	decode words in context and in isolation by applying common letter-sound correspondences, including:	Moved;
(i)	<u>decode and encode single letters (consonants) including b, c=/k/ (hard), c=/s/ (soft), d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;</u>	Moved; clarification
(ii)	<u>decode and encode single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;</u>	Moved;
(iii)	<u>decode and encode consonant blends (e.g., such as bl, st grab, fast, stamp);</u>	Moved; clarification
(iv)	<u>decode and encode consonant digraphs and trigraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;</u>	Moved; clarification
(v)	<u>decode and encode vowel digraphs and trigraphs including oo as in foot/moon, ea as in eat/bread, ee as in bee, ow as in snow, ay as in day, ai as in pail, aw as in saw, ew as in few, oa as in boat, ie as in chief/pie and igh as in light; and</u>	rewrote for accuracy and clarification
(vi)	<u>decode and encode vowel-diphthongs including oy as in toy, oi as in point, ou as in out, and ow as in owl;</u>	Remove vowel for redundancy and added examples for clarification
(i)	consonant-vowel-consonant (CVC) words;	
(ii)	consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and	
(C)	spell high-frequency words from a commonly-used list;	
(D)	spell base words with inflectional endings (e.g., adding "s" to make words plurals); and	
(E)	use resources to find correct spellings.	
(D)	decode and encode words in context and in isolation by applying common letter-sound	Moved;

	correspondences using common syllabication patterns, including:	
(C)(D)	use common syllabication patterns to decode words, including:	
(vii)	decode and encode words in context and in isolation using closed syllable (CVC) (e.g., such as mat, rab-bit);	clarification
(viii)	decode and encode words in context and in isolation open syllable (CV) (e.g., such as he, ba-by);	Clarification
(ix)	decode and encode words in context and in isolation vowel-consonant-silent "e" words (VCe) (e.g., such as kite, hide);	Clarification
(x)	decode and encode words in context and in isolation vowel digraphs and diphthongs (e.g., such as boy-hood, oat-meal); and pronouns (e.g., such as I, me);	Clarification; pronouns are addressed in Strand 7 G vi
(xi)	decode and encode words in context and in isolation r-controlled vowel sounds (e.g., tar); including er as in her, ir as in bird, ur as in turn, ar as in star, and or as in fork);	clarification
(xii)	decode and encode words in context and in isolation final stable syllable (e.g., such as ap-ple, a-ble);	Clarification
(D)(E)	decode words with common spelling patterns (e.g., ink, onk, ick);	redundant
(E)(xiii)	read base words with inflectional endings (e.g., such as plurals, past tenses);	clarification
(F)(xiv)	use knowledge of the meaning of base words to identify and read common compound words (e.g., such as butterfly, football, popcorn, daydream);	clarification
(G)(xv)	identify and read contractions (e.g., such as isn't, can't);	clarification
(H)(xvi)	identify and read at least 100 high-frequency words from a commonly used list; and	clarification
(H)(xvii)	monitor accuracy of decoding and encoding.	
(D)	Develop vocabulary skills by:	Vocab moved from Strand 6
(i)	determine what words mean from how they are used in a sentence context, either heard or read; and	
(ii)	identify and sort words into conceptual categories (e.g., such as opposites, living things); and	
(E)	Develop foundational skills by:	
(i)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Moved and adjusted from old fluency strand
(ii)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently assigned and self-selected text for a sustained period of time.	Moved from old strand 12
(K)	Reading/Vocabulary Development. Students understand acquire new vocabulary and use it when	Moved from old strand 6

	listening, speaking, reading, and writing. Students are expected to:	
(B)	combine sounds from letters and common spelling patterns (e.g., consonant blends, long and short vowel patterns) to create recognizable words;	Addressed at Developing strand - E
(2)	<u>Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:</u>	New strand
(A)	<u>establish purpose for reading assigned and self-selected texts and monitor comprehension making corrections and adjustments when that understanding breaks down.</u>	Intro from Figure 19 Pearson expert
(B)	<u>search for and use connections to personal experiences, to ideas in other texts and to the larger community.</u>	Fig 19F CCRS II D1A
(C)	<u>visualize sensory images to interpret and analyze texts.</u>	CCRS IIA6A New statement
(D)	<u>generate questions about text to deepen understanding and gain information.</u>	Figure 19 B
(E)	<u>use text features, elements and structure to make and confirm predictions.</u>	(CCRS III 2A)
(F)	<u>sort through information read to distinguish what is most important in understanding an author's message.</u>	Added new statement
(G)	<u>make inferences about text and use textual evidence to support understanding.</u>	(Fig 19D) (CCRS II A4)
(H)	<u>summarize, paraphrase, or retell texts in ways that maintain meaning in logical order within a text and across texts.</u>	(Fig 19D) (CCRS II A 4)
(I)	<u>combine information from the text and the readers' schema in order to create new understanding.</u>	CCRS II D1A
	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:	Moved A-F to Developing & Sustaining strand
(A)	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);	
(B)	distinguish between long and short vowel sounds in spoken one syllable words (e.g., bit/bite);	
(C)	recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/ /o/ /w/ to /g/ /o/ /w/);	
(D)	blend spoken phonemes to form one and two syllable words, including consonant blends (e.g., spr);	
(E)	isolate initial, medial, and final sounds in one syllable spoken words; and	
(F)	segment spoken one syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/ /p/ /l/ /a/ /t/).	
(3)	<u>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</u>	New strand

	<u>audiences and purposes. The student is expected to:</u>	
(A)	<u>discuss and record predictions</u>	New standards created by vertical alignment team
(B)	<u>share questions generated before, during, and after reading a text</u>	
(C)	<u>describe mental images that support interpretations and analysis of text</u>	
(D)	<u>share personal connections that directly support comprehension of text</u>	
(E)	<u>discuss inferences, supported with text evidence</u>	
(F)	<u>discuss why specific information is important to the author's message</u>	
(G)	<u>describe insights gained from combining text information with personal schema</u>	
(H)	<u>retell and create short summaries that maintain meaning and logical order</u>	
(I)	<u>explain how text evokes personal response</u>	
	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:	Moved A-I from old Phonics strand to new Strand 1 Developing and Sustaining
(A)	decode words in context and in isolation by applying common letter-sound correspondences, including:	
(i)	single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;	
(ii)	single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;	
(iii)	consonant blends (e.g., bl, st);	
(iv)	consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, dge, and ph;	
(v)	vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and igh; and	Moved to phonological awareness and rewrote for accuracy and clarification
(vi)	vowel diphthongs including oy, oi, ou, and ow;	
(B)	combine sounds from letters and common spelling patterns (e.g., consonant blends, long and short vowel patterns) to create recognizable words;	
(C)	use common syllabication patterns to decode words, including:	
(i)	closed syllable (CVC) (e.g., mat, rab-bit);	

(ii)	open syllable (CV) (e.g., he, ba-by);	
(iii)	final stable syllable (e.g., ap-ple, a-ble);	
(iv)	vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);	
(v)	vowel digraphs and diphthongs (e.g., boy hood, oat meal); and pronouns (e.g., I, me);	
(vi)	r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);	
(D)	decode words with common spelling patterns (e.g., ink, onk, ick);	
(E)	read base words with inflectional endings (e.g., plurals, past tenses);	
(F)	use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);	
(G)	identify and read contractions (e.g., isn't, can't);	
(H)	identify and read at least 100 high-frequency words from a commonly used list; and	
(I)	monitor accuracy of decoding.	
(4)	<u>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:</u>	New strand
(A)	<u>listen attentively to speakers and ask relevant questions to clarify information; and</u>	Moved from old strand 27
(B)	<u>follow, restate, and give oral instructions that involve a short related sequence of actions.</u>	Moved from old strand 27
(C)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	Moved from old strand 28
(D)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions., and build on the ideas of others.	Moved from old strand 29
(E)	<u>produce collaborative products such as posters, texts, drawings.</u>	
	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	Addressed in new comprehension strand
(A)	confirm predictions about what will happen next in text by "reading the part that tells";	
(B)	ask relevant questions, seek clarification, and locate facts and details about stories and other texts;	

	and	
(C)	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	
(5)	<p>Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p> <p><u>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:</u></p>	<p>Move to sustaining & Developing</p> <p>New strand</p>
<u>(A)</u>	<u>read, respond to, and dictate or write literary text (fiction and narrative) by attending to character, setting, key events, sensory details, and structure including beginning, middle and end</u>	Rewritten from 6
<u>(B)</u>	<u>read and respond to traditional literature from a variety of cultures</u>	Rewritten from 6B CCRS IIC2 CCRS IID2
<u>(C)</u>	<u>read, respond to and dictate or write poetry by attending to rhyme, rhythm, beat and similarities in words</u>	Rewritten 7
<u>(D)</u>	<u>read, respond to and dictate or write informational text attending to topic, details, title, illustrations, table of contents and structure including descriptive and sequential</u>	Rewritten 10 CCRS I A3A
<u>(E)</u>	<u>read, respond to and dictate or write procedural expository text attending to pictorial directions and structure including sequential order</u>	Rewritten 11
(6)	<p><u>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:</u></p>	<p>New Strand Statement</p> <p>CCRS I A1B CCRS I A1C CCRS II A3B</p>
<u>(A)</u>	<u>notice and discuss the ways authors group information in structure text with a focus on sequential and descriptive</u>	
<u>(B)</u>	<u>notice and discuss the author's purpose for writing text including to entertain or inform</u>	Moved from 10 C CCRS II A1A-C
<u>(C)</u>	<u>identify and use, with support, elements of craft such as punctuation, capitalization, bold words, and descriptive words</u>	New SE for this strand
(6)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	Vocab moved to Strand 1

(A)	identify words that name actions (verbs) and words that name persons, places, or things (nouns);	Addressed in Strand 7
(B)	determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);	
(C)	determine what words mean from how they are used in a sentence, either heard or read;	
(D)	identify and sort words into conceptual categories (e.g., opposites, living things); and	Moved to Developing strand - vocabulary
(E)	alphabetize a series of words to the first or second letter and use a dictionary to find words.	Moved to Developing strand - vocabulary
(7)	<u>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:</u>	Developmentally inappropriate
(A)	<u>write brief compositions about topics of interest to the student;</u>	New strand
(B)	<u>plan a first draft by generating ideas for writing (e.g., such as drawing, sharing ideas, listing key ideas);</u>	Moved from old strand 19
(C)	<u>develop drafts by sequencing ideas through writing sentences;</u>	Moved from old strand 17
(D)	<u>revise drafts by adding or deleting a words, phrases, or sentences;</u>	Moved from old strand 17
(E)	<u>edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</u>	Moved from old strand 17
(F)	<u>publish and share writing with others;</u>	Moved from old strand 17
(G)	<u>write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and</u>	
(H)	<u>understand and use the following parts of speech in the context of reading, writing, and speaking:</u>	Moved from old strand 17
(i)	<u>verbs (past, present, and future);</u>	Moved from old strand 20
(ii)	<u>nouns (singular/plural, common/proper) singular, plural, common, proper;</u>	Moved from old strand 20
(iii)	<u>adjectives (e.g., descriptive: green, tall);</u>	Moved from old strand 20
(iv)	<u>adverbs (e.g., including time: before, next, last);</u>	Moved from old strand 20
(v)	<u>prepositions and prepositional phrases;</u>	Moved from old strand 20
(vi)	<u>pronouns (e.g., I, me); and</u>	Moved from old strand 20
(vii)	<u>time-order transition words;</u>	Moved from old strand 20
(I)	<u>speak in complete sentences with correct subject-verb agreement; and</u>	Moved from old strand 20
(J)	<u>ask questions with appropriate subject-verb inversion.</u>	Moved from old strand 20

(K)	<u>form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;</u>	Moved from old strand 21(J-L)
(L)	<u>recognize and use basic capitalization for:</u>	
(i)	<u>the beginning of sentences;</u>	
(ii)	<u>the pronoun "I"; and</u>	
(iii)	<u>names of people; and</u>	
(M)	<u>recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</u>	
(8)	<p>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 respond to and use rhythm, rhyme, and alliteration in poetry.</p> <p><u>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:</u></p>	Moved from old strand 20
(A)	<u>generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</u>	New strand
(B)	<u>decide what sources of information might be relevant to answer these questions.</u>	
(C)	<u>gather evidence from available sources (natural and personal) as well as from interviews with local experts;</u>	
(D)	<u>use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and</u>	
(E)	<u>record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</u>	
(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:	Moved to Multiple Genre Strand
(A)	describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and	
(B)	describe characters in a story and the reasons for their actions and feelings.	
(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 determine whether a story is true or a fantasy and explain why.	

(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 sensory details in literary text.	
(12)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.	Moved to Strand 1
(13)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.	
(14)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	Addressed in Multiple Genres Strand
(A)	restate the main idea, heard or read;	
(B)	identify important facts or details in text, heard or read;	
(C)	retell the order of events in a text by referring to the words and/or illustrations; and	
(D)	use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	
(15)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	Addressed in Multiple Genre Strand
(A)	follow written multi-step directions with picture cues to assist with understanding; and	
(B)	explain the meaning of specific signs and symbols (e.g., map features).	
(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:	Addressed in Technology TEKS
(A)	recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and	
(B)	identify techniques used in media (e.g., sound, movement).	
(17)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A)	plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	Moved to strand 7
(B)	develop drafts by sequencing ideas through writing sentences;	

(C)	revise drafts by adding or deleting a word, phrase, or sentence;	
(D)	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	
(E)	publish and share writing with others.	
(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:	Addressed in Multiple Genres Strand
(A)	write brief stories that include a beginning, middle, and end; and	
(B)	write short poems that convey sensory details.	
(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:	Delete strand
(A)	write brief compositions about topics of interest to the student;	Move to Strand 7
(B)	write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and	Move to Strand 7
(C)	write brief comments on literary or informational texts.	
(20)	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:	
(A)	understand and use the following parts of speech in the context of reading, writing, and speaking:	Moved to strand 7
(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;	
(B)	speak in complete sentences with correct subject-verb agreement; and	
(C)	ask questions with appropriate subject-verb inversion.	
(21)	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:	Moved to handwriting strand to Strand 7

(A)	form upper- and lower-case letters legibly in text, using the basic conventions of print (left to right and top to bottom progression), including spacing between words and sentences;	
(B)	recognize and use basic capitalization for:	
(i)	the beginning of sentences;	
(ii)	the pronoun "I"; and	
(iii)	names of people; and	
(C)	recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	
(22)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A)	use phonological knowledge to match sounds to letters to construct known words;	
(B)	use letter-sound patterns to spell:	
(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");	
(C)	spell high-frequency words from a commonly used list;	
(D)	spell base words with inflectional endings (e.g., adding "s" to make words plural); and	
(E)	use resources to find correct spellings.	
(23)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:	Moved Research strands to new strand 8
(A)	generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and	
(B)	decide what sources of information might be relevant to answer these questions.	
(24)	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 (with adult assistance) are expected to:	
(A)	gather evidence from available sources (natural and personal) as well as from interviews with local experts;	
(B)	use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and	
(C)	record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	

(25)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.	
(26)	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.	
(27)	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	listen attentively to speakers and ask relevant questions to clarify information; and	Moved to strand 4
(B)	follow, restate, and give oral instructions that involve a short related sequence of actions.	Moved to strand 4
(28)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	Moved to strand 4
(29)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	Moved to strand 4

DRAFT

§110.13. English Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010

TEKS with edits

Committee Comments

(a)	Introduction.	
(1)	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In second grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.</p> <p><u>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.</u></p>	Worked through subcommittee to redo
(2)	<p>For students whose first language is not English, the students’ native language serves as a foundation for English language acquisition.</p> <p><u>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.</u></p>	Worked through subcommittee to redo
(A)	<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word-attack skills while simultaneously being taught academic vocabulary and comprehension skills</p>	

	<p>and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	
(B)	<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., such as cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	
(C)	<p>During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	
(3)	<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in Grade 4 as described in subsection (b) of this section.</p> <p><u>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.</u></p>	Worked through subcommittee to redo
(4)	<p>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p> <p><u>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.</u></p>	Worked through subcommittee to redo

	<u>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.</u>	
	<u>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).</u>	New
	<u>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.</u>	New
(b)	Knowledge and skills.	
(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., such as capitalization of first word, ending punctuation, commas, quotation marks). <u>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:</u>	New strand title
(A)	<u>demonstrate print awareness by:</u>	From first Strand under beginning reading skills
(i)	distinguish features of a sentence (e.g., such as capitalization of first word, ending punctuation, commas, quotation marks).	Adding additional SEs within the strand
(ii)	<u>use environmental print and common graphic features to assist in the interpretation of text (e.g., such as signs, labels, captions, photographs, and illustrations).</u>	Moved from 15B, added info to show growth in standard including additional examples to consider
(A) (B)	<u>demonstrate and apply phonetic knowledge by decoding multisyllabic words in context and in isolation independent of context</u> by applying common letter-sound correspondences including:	Was 2(A) Added standards above this standard so changed the letter to correspond
(i)	use phonological knowledge to match sounds to letters to construct unknown words; <u>using single letters (consonants and vowels);</u>	Combined 23A and 2Ai
(ii)	<u>decode and encode consonant blends (e.g., such as thr, spl); consonant digraphs (e.g., such as ng, ck, ph); and complex consonants (e.g., such as hard and soft c and g, ck);</u>	Combined 23Bi, 2Aii, and 2Aiii
(iii)	consonant digraphs (e.g., such as ng, ck, ph); and	Combined 23Bi, 2Aii, 2Aiii
(iii)	<u>decode and encode multisyllabic words using closed syllable (CVC) (e.g., such as pic-nic, mon-ster);</u>	

(iv)	<u>decode and encode multisyllabic words using</u> open syllable (CV) (e.g., such as ti-ger);	
(iv) (v)	<u>decode and encode multisyllabic words using</u> vowel-consonant-silent "e" words (VCe) (e.g., such as in-vite, cape);	Combined 23Biii and 2Biv
(vi)	<u>decode and encode multisyllabic words</u> by applying knowledge of <u>using vowel teams including</u> vowel digraphs (e.g., such as ie, ue, ew, oo, and ee), <u>vowel trigraphs (such as igh), and diphthongs</u> (e.g., such as oi, ou, ow, and oy);	Combined 23B, 23Biv, 2Aiv (Deleted 2Bvi)
(vii)	<u>decode and encode multisyllabic words using</u> r-controlled vowels (e.g., such as per-fer, cor-ner, ar-er, ir, or, ur); and	Combined 23Bii and 2Bv
(iii) (viii)	<u>decode and encode multisyllabic words using</u> final stable syllable (e.g., such as sta-tion, tum-ble);	
(vi)	vowel digraphs and diphthongs (e.g., such as boy-hood, oat-meal);	Deleted because it is similar to 2Aiv
(E) (ix)	decode <u>and encode</u> words by applying knowledge of <u>with</u> common spelling patterns (e.g., such as -ight, -ant <u>word families</u>);	Combined 23B, 23Bi, 2Aii, 2Aiii, 2C
(D) (x)	read <u>and use</u> words with common prefixes (e.g., such as un-, dis-) and suffixes (e.g., such as -ly, -less, -ful) <u>to determine the meaning of words</u> (e.g., such as <u>allow/disallow</u>);	Combined 2D and 5A
23(D) (xi)	<u>spell base words with inflectional suffixes endings</u> (e.g., such as <u>-ing and -ed</u>);	Moved from 23D
(E) (xii)	identify and read abbreviations (e.g., such as Mr., Ave.);	Moved from 23E
(F) (xiii)	<u>identify, and read, and spell</u> simple contractions (e.g., such as haven't, it's, aren't, and can't);	Combined 23E and 2F
(G) (xiv)	<u>identify and read and spell</u> at least 300 high-frequency words from a <u>commonly used list researched based list</u> ;	Combine 23C and 2G
(H)	monitor accuracy of decoding.	Deleted because decoding skills included above are teaching students to monitor.
(C)	<u>Develop vocabulary to:</u>	From first Strand under beginning reading skills (vocabulary)
(B) (i)	<u>use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;</u>	Moved from 5B
(C) (ii)	<u>identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and</u>	Moved from 5C
(D)	<u>alphabetize a series of words and use a dictionary or a glossary to find words.</u>	Moved from 5D
(E)	<u>Develop foundational skills by:</u>	
(i)	<u>self-selecting or assigned texts and reading independently for a sustained period of time and</u> paraphrase what the reading was about, maintaining meaning.	Moved from 12A

(2)	<p>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.</p> <p><u>Comprehension.</u></p> <p><u>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:</u></p>	
(A)	<u>Synthesis: Combining information from the text and the readers' schema in order to create new understanding.</u>	CCRS 11 D1
(B)	<u>Predicting: Use text features, elements and structure to make and confirm predictions, (this includes features across genres and teaching the various structures)</u>	CCRS 111 2A
(C)	<u>Questioning: Generate questions about text to deepen understanding and gain information</u>	Figure 19B
(D)	<u>Visualizing: Visualize sensory images to interpret and analyze texts</u>	CCRS 11 A6
(E)	<u>Connecting: Search for and use connections to personal experiences, to ideas in other texts and to the larger community.</u>	CCRS 11 D1
(F)	<u>Determining Importance: Sort through information read to distinguish what is most important to understanding an author's' message.</u>	New
(G)	<u>Inference: Make inferences about text and use textual evidence to support understanding.</u>	Fig 19D, CCRS 11 A4
(H)	<u>Summarize: Summarize, paraphrase, or retell texts in ways that maintain meaning in logical order within a text and across texts.</u>	Fig 19, CCRS 11 A4
(I)	<u>Comprehension repair and self-monitoring: Establish purpose for reading assigned and self-selected texts and monitor comprehension making connections and adjustments when that understanding breaks down.</u>	Pearson, intro from Fig 19
(3)	<p>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.</p> <p><u>Response: Listening, Speaking, Reading, and Writing using Multiple Texts.</u></p> <p><u>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:</u></p>	
(A)	<u>Discuss and record predictions.</u>	Reworded from 3A
(B)	<u>Share questions generated before, during and after reading a text.</u>	Fig 19B
(B) (C)	<p>ask and respond to questions relevant to about texts read aloud.</p> <p><u>Describe mental images that support interpretations and analysis of text.</u></p>	CCRS Moved from Fig. 19
(D)	<u>Share personal connections that directly support comprehension of texts.</u>	Part of Figure 19F; Making connections to other text is stated in Strand 2.
(E)	<u>Explain inferences supported with text evidence.</u>	Moved from 6A
(F)	<u>Locate and explain why specific information is important to the author's message.</u>	Stephanie Harvey's research

		<u>New SE</u>
(G)	<u>Describe insights gained from combining text information with personal schema.</u>	<u>CCRS</u> <u>New SE</u>
(H)	<u>Create short summaries that maintain meaning and logical order.</u>	<u>Fig. 19E</u>
(I)	<u>Explain how texts evoke personal responses.</u>	<u>CCRS</u>
(4)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. <u>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:</u>	
(A)	<u>use comprehension skills to listen attentively to others in formal and informal settings.</u>	Moved from K/S statement 28
(B)	<u>speak clearly and to the point, using the conventions of language.</u>	Moved from K/S statement 29
(C)	<u>work productively with others in teams</u>	Moved from K/S statement 30
(5)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. <u>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:</u>	
(A)	<u>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</u>	Rewritten from 9A, 9B,
(B)	<u>read and respond to traditional literature from a variety of cultures</u>	CCRS IIC2 CCRS IID2
(C)	<u>read, respond to and dictate or write poetry by attending to rhyme, rhythm, beat and similarities in words</u>	
(D)	<u>read, respond to and dictate or write informational text attending to topic, details, title, illustrations and structure including descriptive and sequential</u>	CCRS I A3A
(E)	<u>read, respond to and dictate or write procedural expository text attending to pictorial directions and structure including sequential order</u>	
(A)	<u>read, respond to, and dictate or write literary text (fiction and narrative) by attending to character, setting, key events, sensory details, and structure including beginning, middle and end</u>	

(A)	use prefixes and suffixes to determine the meaning of words (e.g., such as allow/disallow);	Combined 2D, 5A, and 23D
(B)	use context to determine the relevant meaning of unfamiliar words or multiple meaning words;	
(C)	identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and	
(D)	alphabetize a series of words and use a dictionary or a glossary to find words.	
(6)	<p>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.</p> <p><u>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:</u></p>	
(A)	<u>notice and discuss the ways authors group information in structure text with a focus on sequential and descriptive</u>	Moved from 10 C CCRS II A1A-C
(B)	<u>notice and discuss the author's purpose for writing text including to entertain or inform</u>	Moved and adapted from 13A
(C)	<u>identify and use, with support, elements of craft such as punctuation, capitalization, bold words, and descriptive words</u>	New SE for this strand
(A)	identify moral lessons as themes in well-known fables, legends, myths, or stories; and	
(B)	compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	
(7)	<p>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.</p> <p><u>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:</u></p>	
(A)	<u>plan a first draft by generating ideas for writing (e.g., such as drawing, sharing ideas, listing key ideas);</u>	Moved from Writing Process
(B)	<u>develop drafts by sequencing ideas through writing sentences;</u>	Moved from Writing Process
(C)	<u>revise drafts by adding or deleting words, phrases, or sentences;</u>	Moved from Writing Process
(D)	<u>edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</u>	Moved from Writing Process
(E)	<u>publish and share writing with others.</u>	Moved from Writing Process
(F)	<u>understand the function of and use the conventions of academic language</u>	Moved from K/S Standard 21

(i)	<u>verbs (past, present, and future);</u>	Moved from 21A
(ii)	<u>nouns (singular/plural, common/proper);</u>	Moved from 21A
(iii)	<u>adjectives (e.g.,such as descriptive: old, wonderful; articles: a, an, the);</u>	Moved from 21A
(iv)	<u>adverbs (e.g.,such as time: before, next; manner: carefully, beautifully);</u>	Moved from 21A
(v)	<u>prepositions and prepositional phrases;</u>	Moved from 21A
(vi)	<u>pronouns (e.g.,such as he, him); and</u>	Moved from 21A
(B) (G)	<u>use complete sentences with correct subject-verb agreement; and.</u>	Moved from 21B
(E) (H)	<u>distinguish among declarative and interrogative sentences.</u>	Moved from 21C
(A) (I)	<u>write legibly leaving appropriate margins for readability;</u>	Moved from 22A
(B) (J)	<u>use capitalization for: proper nouns; months and days of the week; and the salutation and closing of a letter; and</u>	Moved from 22Bi-iii
(E) (K)	<u>recognize and use punctuation marks, including: ending punctuation in sentences; apostrophes and contractions; and apostrophes and possessives.</u>	Moved from 22Ci-iii
(F) (L)	<u>use resources to find correct spellings.</u>	Moved from 23F
(8)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays. <u>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:</u>	
(A)	<u>generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</u>	Moved from 24A
(B)	<u>decide what sources of information might be relevant to answer these questions.</u>	Moved from 24B
(A) (C)	<u>gather evidence from available sources (natural and personal) as well as from interviews with local experts;</u>	Moved from 25A
(B)(D)	<u>use text features (e.g., such as table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., such as picture dictionaries) to locate information; and</u>	Moved from 25B

(C) (E)	<u>record basic information in simple visual formats (e.g., such as notes, charts, picture graphs, diagrams).</u>	Moved from 25C
(A) (F)	<u>revise the topic as a result of answers to initial research questions.</u>	Moved from 26A
(A)	organize and present their ideas and information according to the purpose of the research and their audience.	Moved from 27A
(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:	
(A)	describe similarities and differences in the plots and settings of several works by the same author; and	Reworded and combined 9A and 9B under Multiple Genres
(B)	describe main characters in works of fiction, including their traits, motivations, and feelings.	Reworded and combined 9A and 9B under Multiple Genres
(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.	Deleted because standards are structured to show the difference between fiction/nonfiction
(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., such as take steps).	
(12)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	Moved to Foundational Language and Comprehension
(13)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.	
(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:	
(A)	identify the main idea in a text and distinguish it from the topic;	
(B)	locate the facts that are clearly stated in a text;	
(C)	describe the order of events or ideas in a text; and	
(D)	use text features (e.g., such as table of contents, index, headings) to locate specific information in text.	

(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:	
(A)	follow written multi-step directions; and	
(B)	use common graphic features to assist in the interpretation of text (e.g., such as captions, illustrations).	
(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:	
(A)	recognize different purposes of media (e.g., such as informational, entertainment);	
(B)	describe techniques used to create media messages (e.g., such as sound, graphics); and	
(C)	identify various written conventions for using digital media (e.g., such as e-mail, website, video game).	
(17)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A)	plan a first draft by generating ideas for writing (e.g., such as drawing, sharing ideas, listing key ideas);	Moved to Composition
(B)	develop drafts by sequencing ideas through writing sentences;	Moved to Composition
(C)	revise drafts by adding or deleting words, phrases, or sentences;	Moved to Composition
(D)	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	Moved to Composition
(E)	publish and share writing with others.	Moved to Composition
(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:	
(A)	write brief stories that include a beginning, middle, and end; and	
(B)	write short poems that convey sensory details.	
(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:	
(A)	write brief compositions about topics of interest to the student;	
(B)	write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., such as date, salutation, closing); and	
(C)	write brief comments on literary or informational texts.	Moved to Response

(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.	
(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:	Moved to Composition
(A)	understand and use the following parts of speech in the context of reading, writing, and speaking:	Moved to Composition
(B)	use complete sentences with correct subject-verb agreement; and,	Moved to Composition
(C)	distinguish among declarative and interrogative sentences.	Moved to Composition
(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:	
(A)	write legibly leaving appropriate margins for readability;	Moved to Composition
(B)	use capitalization for:	Moved to Composition and grouped together 22Bi-iii
(i)	proper nouns;	Moved to Composition and grouped together 22Bi-iii
(ii)	months and days of the week; and	Moved to Composition and grouped together 22Bi-iii
(iii)	the salutation and closing of a letter; and	Moved to Composition and grouped together 22Bi-iii
(C)	recognize and use punctuation marks, including:	Moved to Composition and grouped together 22Ci-iii
(i)	ending punctuation in sentences;	Moved to Composition and grouped together 22Ci-iii
(ii)	apostrophes and contractions; and	Moved to Composition and grouped together 22Ci-iii
(iii)	apostrophes and possessives.	Moved to Composition and grouped together 22Ci-iii
(23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	
(A)	use phonological knowledge to match sounds to letters to construct unknown words;	Combined 23A and 2Ai
(B)	spell words with common orthographic patterns and rules;	Combined 23B and 2C

(i)	complex consonants (e.g., such as hard and soft c and g, ck);	Combined 23Bi, 2Aii, and 2Aiii
(ii)	r-controlled vowels;	Combined 23Bii and 2Bv
(iii)	long vowels (e.g., such as VCe hope); and	Combined 23Biii and 2Biv
(iv)	vowel digraphs (e.g., such as oo book, fool, ee feet), diphthongs (e.g., such as ou out, ow cow, oi coil, oy toy);	Combined 23Biv, 2Aiv
(C)	spell high-frequency words from a commonly used list;	Combine 23C and 2G
(D)	spell base words with inflectional endings (e.g., such as -ing and -ed);	Moved to 1(Ei)
(E)	spell simple contractions (e.g., such as isn't, aren't, can't); and	Combined 23E and 2F
(F)	use resources to find correct spellings.	Moved to Composition
(24)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A)	generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and	Moved to Inquiry and Research
(B)	decide what sources of information might be relevant to answer these questions.	Moved to Inquiry and Research
(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:	
(A)	gather evidence from available sources (natural and personal) as well as from interviews with local experts;	Moved to Inquiry and Research
(B)	use text features (e.g., such as table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., such as picture dictionaries) to locate information; and	Moved to Inquiry and Research
(C)	record basic information in simple visual formats (e.g., such as notes, charts, picture graphs, diagrams).	Moved to Inquiry and Research
(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.	Moved to Inquiry and Research
(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.	Moved to Inquiry and Research
(28)	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	Moved to Collaboration

(A)	listen attentively to speakers and ask relevant questions to clarify information; and	Condensed for clarity
(B)	follow, restate, and give oral instructions that involve a short related sequence of actions.	Condensed for clarity
(29)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	Moved to Collaboration
(30)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	Moved to Collaboration

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