

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter A. Elementary

§110.11 English Language Arts and Reading, Kindergarten.

(a) Introduction

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. 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.
- (2) For kindergarten students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
- (3) 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 kindergarten as described in subsection (B) of this section.
- (4) 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.

(b) Knowledge and skills.

- (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
 - (A) recognize that spoken words can be represented by print for communication;
 - (B) identify upper- and lower-case letters;
 - (C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
 - (D) recognize the difference between a letter and a printed word;
 - (E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
 - (F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
 - (G) identify different parts of a book (e.g., front and back covers, title page).

- (2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify a sentence made up of a group of words;
 - (B) identify syllables in spoken words;
 - (C) orally generate rhymes in response to spoken words (e.g., “What rhymes with hat?”);
 - (D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
 - (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”);
 - (F) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat);
 - (G) blend spoken phonemes to form one-syllable words (e.g., /m/ ... /a/ ... /n/ says man);
 - (H) isolate the initial sound in one-syllable spoken words; and
 - (I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ ... /o/ ... /g/).
- (3) 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. The student is expected to:
- (A) identify the common sounds that letters represent;
 - (B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., CV, VC, CVC, CCVC, and CVCC words);
 - (C) recognize that new words are created when letters are changed, added, or deleted;
 - (D) create new words by putting two words together to make a compound word; and
 - (E) identify and read at least 15-25 high-frequency words from a commonly used list.
- (4) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
- (A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);
 - (B) ask and respond to questions about text;
 - (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, and rereading a portion aloud);
 - (D) make inferences based on the cover, title, illustrations, and plot;
 - (E) retell or act out important events in stories; and
 - (F) make connections to own experiences, to ideas in other texts, and to the larger community, and discuss textual evidence.
- (5) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:

- (A) sort words, pictures, and objects into various classifications (e.g., colors, shapes, numbers and textures);
 - (B) determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison);
 - (C) sort and name words, pictures, and objects into common categories (e.g., animals, food, and clothing);
 - (D) use playful language (e.g., nursery rhymes);
 - (E) sort words, pictures and objects into categories (e.g. hot/cold, happy/sad); and
 - (F) determine the meanings of unknown words by using a picture dictionary.
- (6) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify elements of a story including setting, character, and key events;
 - (B) discuss the big idea (theme);
 - (C) recognize sensory details;
 - (D) recognize recurring phrases and characters in traditional and contemporary literature from various cultures;
 - (E) respond to rhythm and rhyme in verse and poetry through identifying a regular beat and similarities in word sounds; and
 - (F) recognize when characters speak in a story
- (7) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify the topic of informational text heard or read;
 - (B) identify details in informational text, heard or read, by referring to words and/or illustrations;
 - (C) identify facts in text heard or read;
 - (D) discuss the ways authors group information in text; and
 - (E) use titles and illustrations to make predictions about text.
- (8) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) follow pictorial directions; and
 - (B) recognize procedural print (e.g., traffic signs, warning signs).
- (9) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) (with adult assistance) identify different forms of media (e.g., advertisements, newspapers, radio programs); and
 - (B) (with adult assistance) identify techniques used in media (e.g., sound, movement).

- (10) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) (with adult assistance) plan a first draft by generating ideas for writing (e.g., through discussion and by building background knowledge through literary mentor texts);
 - (B) organize ideas into meaningful units and develop oral, visual, or written drafts;
 - (C) revise drafts by conferring with teacher and/or peers to add or delete ideas so meaning is clear to the audience
 - (D) edit drafts by leaving spaces between letters and words; and
 - (E) share writing with others.
- (11) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) dictate or write stories that include a beginning, middle, and end; and
 - (B) dictate or write poems that use rhyme and rhythm.
- (12) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) dictate or write informational texts in a variety of forms (e.g., lists, labels, captions); and
 - (B) write about important personal experiences with details about characters and events.
- (13) Writing/Conventions of Language. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) (with adult assistance) understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) past and future tenses when speaking;
 - (ii) nouns (singular/plural);
 - (iii) descriptive words;
 - (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and
 - (v) pronouns (e.g., I, me);
 - (B) speak in complete sentences to communicate; and
 - (C) use complete simple sentences.
- (14) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write legibly in manuscript (e.g., upper- and lowercase letters);
 - (B) write text using the basic conventions of print (e.g., left-to-right and top-to-bottom progression);
 - (C) recognize that first letters in sentences should be capitalized; and
 - (D) recognize punctuation at the end of a sentence.

- (15) Writing/Conventions of Language/Spelling. Students spell correctly in the context of writing. The student is expected to:
 - (A) use phonological knowledge to match sounds to letters;
 - (B) write one's own name; and
 - (C) use letter-sound correspondence to spell consonant-vowel (CV) and consonant-vowel-consonant (CVC) words (e.g., "cut").
- (16) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to (with adult assistance)ask questions about topics of interest and decide which sources can answer these questions.
- (17) Research/Gathering Sources. Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to (with adult assistance) record evidence gathered from provided sources and personal interviews.
- (18) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. The student is expected to:
 - (A) listen attentively by facing speakers and asking questions to clarify information; and
 - (B) follow oral directions that involve a short related sequence of actions.
- (19) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. The student is expected to share information and ideas by speaking audibly and clearly using the conventions of language.
- (20) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

§110.12 English Language Arts and Reading, Grade 1.

(a) Introduction

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students 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.
- (2) For first grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
- (3) 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 first grade as described in subsection (B) of this section.

- (4) 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.

(b) Knowledge and skills.

- (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) recognize that spoken words are represented in written English by specific sequences of letters;
 - (B) identify upper- and lower-case letters;
 - (C) sequence the letters of the alphabet;
 - (D) recognize the serial order of letters that make words;
 - (E) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
 - (F) uses directionality (left to right and return sweep) to read texts; and
 - (G) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).
- (2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify a sentence made up of a group of words;
 - (B) identify syllables in spoken words;
 - (C) 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);
 - (D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
 - (E) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);
 - (F) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);
 - (G) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat);
 - (H) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);
 - (I) isolate initial, medial, and final sounds in one-syllable spoken words; and
 - (J) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).
- (3) 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. The student is expected to:

- (A) decode words in context and in isolation by applying common letter-sound correspondences, including:
 - (i) single letters (consonants and vowels);
 - (ii) consonant blends (e.g., bl, st);
 - (iii) consonant digraphs (e.g., th, sh); and
 - (iv) vowel digraphs (e.g., oo, ee) and diphthongs (e.g., oi, 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); and
 - (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);
 - (vi) r-controlled vowel sounds (e.g., tar);
 - (D) decode words with common spelling patterns (e.g., -ight, -ant);
 - (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) alphabetize a series of words to the first or second letter;
 - (I) identify and read at least 80-100 high-frequency words from a commonly used list; and
 - (J) monitor accuracy of reading using decoding, syntax, semantics, and visual information.
- (4) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. The student is expected to read grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (5) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
- (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;
 - (B) ask literal questions of text;
 - (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, and rereading a portion aloud);
 - (D) make inferences about text and use textual evidence to support understanding;
 - (E) retell or act out important events in stories in logical order; and
 - (F) make connections to own experiences, to ideas in other texts, and to the larger community, and discuss textual evidence.

- (6) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources, and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify and use base words (e.g., look) and their inflectional forms (e.g., looks, looked, looking);
 - (B) understand the meaning of new words from the context of conversations, the use of pictures that accompany text or the use of concrete objects;
 - (C) recognize that words can sound alike but look different and have different meanings (e.g., homophones such as hair and hare);
 - (D) use playful language (e.g., nursery rhymes and tongue twisters);
 - (E) identify common words that are opposite in meaning (antonyms); and
 - (F) determine the meanings of unknown words by using a beginner's dictionary.
- (7) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) describe literary elements of text including characters, setting, and plot (specific events, problem and solution);
 - (B) discuss the big idea (theme);
 - (C) recognize sensory details and how they are used to describe objects, events, and feelings;
 - (D) compare different versions of the same story in traditional and contemporary literature with respect to their characters and settings;
 - (E) recognize rhythm, rhyme, and alliteration in verse and poetry; and
 - (F) understand how playwrights show when characters speak.
- (8) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) discuss the topic and explain the author's purpose for writing informational text;
 - (B) identify details in order to determine the main idea in informational text heard or read;
 - (C) identify important facts in text, heard or read;
 - (D) describe how authors classify or order information in text; and
 - (E) use text features (e.g., title, illustrations) to make predictions about text.
- (9) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text, and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to identify what the author is trying to persuade the reader to think or do.
- (10) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) retell and follow written multi-step directions with picture cues; and

- (B) understand the meaning of procedural print (e.g., directional icons, symbols, map features).
- (11) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) (with adult assistance): recognize different purposes of media (e.g., informational, entertainment); and
 - (B) identify techniques used in media (e.g., sound, movement).
- (12) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) plan a first draft by generating ideas for writing (e.g., drawing, discussion, building background knowledge through literary mentor texts, listing key ideas);
 - (B) organize ideas into meaningful units and develop drafts;
 - (C) revise drafts by conferring with teacher and/or peers to add and/or delete ideas, words, or sentences so meaning is clear to the audience;
 - (D) edit drafts for grammar, punctuation, and spelling using a rubric, peer review, or checklist; and
 - (E) publish and share writing with others.
- (13) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. (In English I-IV, students are responsible for one form of literary writing.) The student is expected to:
- (A) write stories that include a title, beginning, middle, and end ; and
 - (B) write poems that contain rhyme, rhythm and sensory details.
- (14) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of analysis within a textual interpretation] in order to meet the requirement of the student expectation. The student is expected to:
- (A) write informational texts in a variety of forms (e.g., facts about a topic, short letters, invitations); and
 - (B) write about important personal experiences with details about characters and events; and
 - (C) write responses to texts.
- (15) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one document [e.g., use of narration within a college application] in order to meet the requirement of the student expectation. The student is expected to write letters in logical sequence with appropriate format (e.g., date, salutation, closing).
- (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of research within a persuasive text] in order to meet the requirement of the student expectation. The student is expected to create persuasive oral and written texts to address issues that are important to the student.

- (17) Writing/Conventions of Language. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (descriptive: old, wonderful; articles: a, an, the);
 - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns (e.g., 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.
- (18) Writing//Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write legibly and with increasing fluency in manuscript;
 - (B) write text using the basic conventions of print (e.g., spacing between words and sentences);
 - (C) use basic capitalization for:
 - (i) the beginning of sentences;
 - (ii) the pronoun “I”; and
 - (iii) names of people;
 - (D) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
- (19) Writing/Conventions of Language/Spelling. Students spell correctly in the context of writing. The student is expected to:
- (A) use phonological knowledge to match sounds to letters to construct words;
 - (B) spell high-frequency words from a commonly used list;
 - (C) spell base words with inflectional endings (e.g., adding “s” to make words plurals);
 - (D) spell words using letter-sound patterns, including:
 - (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);
 - (E) spell unfamiliar words, using strategies such as segmenting, sounding out, and connecting words and word parts; and
 - (F) use resources to find correct spellings.
- (20) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater

complexity. The student is expected to (with adult assistance) generate a list of topics of interest and develop open-ended questions about the topics.

- (21) **Research/Gathering Sources.** Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to record in simple visual formats (e.g., charts, picture diagraphs) evidence gathered from sources (e.g., interviews, text).
- (22) **Research/Synthesizing, Organizing and Presenting Ideas.** Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
 - (A) (with adult assistance) create a visual display to convey the results of the research; and
 - (B) (with adult assistance) identify author and title.
- (23) **Listening and Speaking/Listening.** Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. The student is expected to:
 - (A) listen attentively to speakers and ask relevant questions to clarify information; and
 - (B) follow, restate, and give oral instructions that involve a short related sequence of actions.
- (24) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. The student is expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace using the conventions of language.
- (25) **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

§110.13 English Language Arts and Reading, Grade 2.

(a) Introduction

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In second grade, students 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.
- (2) For second grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
- (3) 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 second grade as described in subsection (B) of this section.

- (4) 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.
- (b) Knowledge and skills.
- (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).
- (2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) decode multisyllabic words in context and in isolation by applying common letter-sound correspondences including:
- (i) single letters (consonants and vowels);
 - (ii) consonant blends (e.g., thr, spl);
 - (iii) consonant digraphs (e.g., ng, ck, ph);
 - (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);
- (B) use common syllabication patterns to read words including:
- (i) closed syllable (CVC) (e.g., pic-nic, mon-ster);
 - (ii) open syllable (CV) (e.g., ti-ger);
 - (iii) final stable syllable (e.g., sta-tion, tum-ble);
 - (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);
 - (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);
 - (vi) r-controlled vowels (e.g., per-fect, cor-ner);
- (C) decode words by applying knowledge of common spelling patterns (e.g., -eigh, -ought);
- (D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);
- (E) identify and read abbreviations (e.g., Mr., Ave.);
- (F) identify and read contractions (e.g., haven't, it's);
- (G) alphabetize a series of words and locate the words in a beginner's dictionary;
- (H) identify and read at least 250-300 high-frequency words from a commonly used list; and
- (I) monitor accuracy of reading using decoding, syntax, semantics, and visual information.
- (3) Reading/Fluency. Students read grade-level text with fluency and comprehension. The student is expected to read grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (4) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon content to enhance comprehension;
 - (B) ask literal questions of text;
 - (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, and generating questions);
 - (D) make inferences about text using textual evidence to support understanding;
 - (E) retell important events in stories in logical order; and
 - (F) make connections to own experiences, to ideas in other texts, and to the larger community, and discuss textual evidence.
- (5) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources, and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) determine the meaning of unfamiliar words using knowledge of common roots, base words, and affixes;
 - (B) use context and knowledge of word families to determine the meaning of unknown words;
 - (C) recognize that words can sound alike and look alike but have different meanings (e.g., homonyms such as rose [noun] and rose [verb]);
 - (D) identify and apply playful uses of language (e.g., tongue twisters, riddles);
 - (E) identify words that are opposite in meaning (antonyms) and similar in meaning (synonyms); and
 - (F) determine the meanings and pronunciations of unknown words by using a dictionary and glossary.
- (6) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) explain the significance of literary elements of text, including the main events of plot, major characters, and setting;
 - (B) compare the themes in similar texts;
 - (C) identify the narrator or speaker;
 - (D) recognize sensory details and how they are used to describe objects, events, and feelings;
 - (E) compare different versions of the same story in traditional and contemporary literature with respect to their conflicts and themes;
 - (F) describe how rhyme, rhythm, and repetition interact in various poetic forms; and
 - (G) follow character changes when reading a play.
- (7) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify the topic and explain the author's purpose for writing informational text;
 - (B) identify details that support the main idea in informational text;

- (C) locate the facts that are clearly stated in text;
 - (D) describe the order of information and recognize cause and effect relationships in text;
 - (E) use text features (e.g., table of contents, headings) to make and verify predictions about text; and
 - (F) recognize the difference between biography and autobiography.
- (8) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text, and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to identify what the author is trying to persuade the reader to think or do.
- (9) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) retell and follow written multi-step directions; and
 - (B) use graphic features (e.g., captions, illustrations) to follow procedures.
- (10) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) recognize different purposes of media (e.g., informational, entertainment);
 - (B) describe techniques used to create media messages (e.g., sound, graphics); and
 - (C) identify various written conventions for using digital media (e.g., e-mail, website, video game).
- (11) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) plan a first draft by generating ideas for writing (e.g., drawing, discussion, building background knowledge through literary mentor texts, listing key ideas);
 - (B) organize and develop drafts by sequencing ideas;
 - (C) revise drafts by conferring with teacher and/or peers to add and/or delete ideas, words, or sentences so meaning is clear to the audience;
 - (D) edit drafts for grammar, punctuation, and spelling using a rubric, peer review, or checklist; and
 - (E) publish and share writing with others.
- (12) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write stories that include titles, main characters, beginning, middle, and end; and
 - (B) write poems that contain rhyme, rhythm and sensory details;
- (13) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write informational texts in a variety of forms (e.g., class notes, brochures); and

- (B) write about important personal experiences with appropriate sequence and relevant details; and
 - (C) write responses to texts.
- (14) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to write letters in logical sequence with appropriate format (e.g., date, salutation, closing).
- (15) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. The student is expected to write persuasive texts about issues that are important to the student and appropriate for the audience.
- (16) Writing/Conventions of Language. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (descriptive: old, wonderful; articles: a, an, the);
 - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns (e.g., he, him); and
 - (vii) time-order transition words;
 - (B) use complete sentences with correct subject-verb agreement; and
 - (C) distinguish among declarative and interrogative sentences.
- (17) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write legibly and with increasing fluency in manuscript;
 - (B) write legibly leaving appropriate margins for readability;
 - (C) use capitalization for:
 - (i) proper nouns;
 - (ii) months and days of the week; and
 - (iii) the salutation and closing of a letter;
 - (D) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
- (19) Writing/Conventions of Language/Spelling. Students spell correctly in the context of writing. The student is expected to:
- (A) use phonological knowledge to match sounds to letters to construct unknown words;
 - (B) spell high-frequency words from a commonly used list;
 - (C) spell base words with inflectional endings (e.g., -ing and -ed);
 - (D) spell words with common orthographic patterns and rules, including:

- (i) complex consonants (e.g., hard and soft c and g, ck);
 - (ii) r-controlled vowels;
 - (iii) long vowels (VCe-hope);
 - (iv) vowel digraphs (e.g., oo-book, fool, ee-feet); and
 - (v) diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);
 - (vi) dropping final “e” when endings are added (e.g., -ing, -ed);
 - (vii) changing y to i before adding an ending;
- (E) spell simple contractions (e.g., isn't, aren't, can't); and
 - (F) use resources to find correct spellings.
- (19) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to generate a list of topics of interest, develop open-ended questions about the topics.
- (20) Research/Gathering Sources. Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to record in simple visual formats (e.g., notes, diagrams) evidence gathered from sources (e.g., print, electronics).
- (21) Research/Synthesizing, Organizing and Presenting Ideas. Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) (with adult assistance): create a visual display to convey the results of the research; and
 - (B) (with adult assistance): identify author and title and alphabetize by author’s last name.
- (22) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) listen attentively to speakers and ask relevant questions to clarify information; and
 - (B) follow, restate, and give oral instructions that involve a short related sequence of actions.
- (23) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. The student is expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace using the conventions of language.
- (24) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

§110.14 English Language Arts and Reading, Grade 3.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various

forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. In third grade, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

- (2) For third grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (3) 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 third grade as described in subsection (B) of this section.
 - (4) 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.
- (b) Knowledge and skills.
- (1) 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. The student is expected to:
 - (A) decode multisyllabic words in context and in isolation by applying common spelling patterns, including:
 - (i) dropping the final "e" when adding endings such as -ing, -ed, or -able (e.g., use, using, used, usable);
 - (ii) doubling final consonants when adding an ending (e.g., hop to hopping);
 - (iii) changing the final "y" to "i" (e.g., baby to babies);
 - (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and
 - (v) using knowledge of derivational affixes (e.g., -de, -ful, -able);
 - (B) use common syllabication patterns to decode words, including:
 - (i) closed syllable (CVC) (e.g., mag-net, splen-did);
 - (ii) open syllable (CV) (e.g., ve-to);
 - (iii) final stable syllable (e.g., puz-zle, con-trac-tion);
 - (iv) vowel digraphs and diphthongs (e.g., ei-ther); and
 - (v) r-controlled vowels (fer-ment, car-pool) ;
 - (C) identify and read contractions (e.g., I'd); and
 - (D) alphabetize a series of words to the third letter and use the understanding of this alphabetic principle to locate information in resources;
 - (E) identify and read at least 450-500 high-frequency words from a commonly used list; and
 - (F) monitor accuracy of reading using decoding, syntax, semantics, and visual information.

- (2) Reading/Fluency. Students read grade-level text with fluency and comprehension. The student is expected to read grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (3) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
- (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
 - (B) ask literal, interpretive, and evaluative questions of text;
 - (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, and generating questions);
 - (D) make inferences about text and use textual evidence to support understanding;
 - (E) summarize information in text, maintaining meaning and logical order; and
 - (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas, and provide textual evidence.
- (4) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources, and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) determine the meaning of unfamiliar words using knowledge of common roots, base words, and affixes;
 - (B) use context and knowledge of word order to support word identification and to determine the meaning of unknown words;
 - (C) read homographs aloud correctly, adjusting pronunciation to fit meaning, and use these multiple-meaning words in various contexts;
 - (D) identify and apply playful uses of language (e.g., tongue twisters, palindromes);
 - (E) apply the meaning of the terms synonyms and antonyms to learn the meaning of new words; and
 - (F) determine the meanings, pronunciations, and correct spellings of words by using dictionaries, glossaries, technology, and textual features (e.g., sidebars).
- (5) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify the importance of the setting and explain how the characters are affected by it;
 - (B) analyze how the characters' thoughts, dialogue, and actions relate to their feelings, traits, and motivations;
 - (C) compare and contrast plot, setting, and characters;
 - (D) compare themes in similar texts;
 - (E) identify the narrator or speaker;
 - (F) analyze sensory details and how they contribute to the meaning of the text;
 - (G) compare and contrast myths and traditional and contemporary literature from various cultures;

- (H) identify poetic devices (e.g., alliteration, onomatopoeia; simile); and
 - (I) understand how plot and character are presented through dialogue in scripts.
- (6) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify the topic and explain the author's purpose for writing informational text;
 - (B) identify details that support the main idea in informational text;
 - (C) understand how to verify fact from opinion in text;
 - (D) describe cause/ effect and problem/solution relationships in text;
 - (E) use text features (e.g., bold print, captions, key words) to make and justify predictions about text; and
 - (F) explain the difference in point of view between a biography and autobiography.
- (7) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text, and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to identify the reasons the author uses to convince the reader to think a particular way or to take a specific action.
- (8) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) retell and follow written multi-step directions; and
 - (B) use graphic features (e.g., cut-aways, photographs) to follow procedures.
- (9) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) understand how communication changes when moving from one genre of media to another;
 - (B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and
 - (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).
- (10) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate ideas and plan a first draft by selecting a genre appropriate for the intended meaning and audience;
 - (B) as appropriate, verify the accuracy of supporting ideas, facts, details, and explanations;
 - (C) organize and develop drafts by sequencing and categorizing ideas into meaningful units;
 - (D) revise drafts by conferring with teacher and/or peers to improve focus (e.g., repeated or unnecessary information), coherence (e.g., order, transitions), and word choice in order to achieve the author's purpose for a specific audience;

- (E) edit drafts for grammar, mechanics, and spelling using a rubric, peer review, or checklist; and
 - (F) publish written work for a specific audience.
- (11) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write stories that develop setting, characters, and plot (problem and solution);
 - (B) write poems using:
 - (i) poetic devices (e.g., alliteration, onomatopoeia, simile);
 - (ii) poetic structures (e.g., stanza, rhyme, rhythm); and
 - (iii) poetic forms (e.g., free verse, concrete poetry, limerick).
- (12) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write informational texts (e.g., newspaper articles, short reports) organized to achieve an intended purpose that include:
 - (i) a central idea; and
 - (ii) supporting facts, details, and explanations;
 - (B) write about important personal experiences with appropriate sequence and relevant details; and
 - (C) write responses to demonstrate understanding of texts (e.g., how an author sequences events).
- (13) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to write letters appropriate to the audience and purpose in correct format (e.g., date, salutation, closing).
- (14) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. The student is expected to write a persuasive text appropriate for the audience that establishes a position and uses supporting details.
- (15) Writing/Conventions of Language. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
 - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
 - (v) prepositions and prepositional phrases;
 - (vi) possessive pronouns (e.g., his, hers, theirs);
 - (vii) coordinating conjunctions (e.g., and, or, but); and

- (viii) time-order transition words and transitions that indicate a conclusion;
 - (B) use the complete subject and the complete predicate in a sentence; and
 - (C) use complete simple and compound sentences with correct subject-verb agreement.
- (16) Writing//Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write legibly in cursive or manuscript as appropriate;
 - (B) write legibly with appropriate margins and indentations for readability;
 - (C) use capitalization for:
 - (i) geographical names and places;
 - (ii) historical periods; and
 - (iii) official titles of people;
 - (D) recognize and use punctuation marks, including:
 - (i) apostrophes in contractions; and
 - (ii) commas in series and dates; and
- (17) Writing/Conventions of Language/Spelling. Students spell correctly in the context of writing. The student is expected to:
- (A) use knowledge of word parts, word segmentation, and syllabication to spell;
 - (B) spell high-frequency and compound words;
 - (C) spell words with common syllable constructions (closed, open, VC-e, -le, -r, final stable syllable);
 - (D) spell words with more advanced orthographic patterns and rules, including:
 - (i) consonant doubling when adding an ending;
 - (ii) plural rules (e.g. words ending in f as in leaf, leaves; adding -es);
 - (iii) dropping final “e” when endings are added (e.g., -ing, -ed);
 - (iv) changing y to i before adding an ending;
 - (v) double consonants in middle of words;
 - (vi) complex consonants (e.g., scr-, -dge, -tch); and
 - (vii) abstract vowels (e.g., ou as in could, touch, through, bought);
 - (E) differentiate among commonly used homophones (e.g., bear,bare; week,weak; road,rode);
 - (F) spell complex contractions (e.g., should’ve, won’t); and
 - (G) use print and electronic resources to find and check correct spellings.
- (18) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to generate possible research topics, narrow to one, develop open-ended questions, and generate a research plan (e.g., observations, interviews, visual information [e.g., maps, timelines, graphs].).
- (19) Research/Gathering Sources. Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to:

- (A) identify data by using text features (e.g., bold print, italics), take notes, and organize evidence;
 - (B) differentiate between paraphrasing and plagiarism while taking notes, and cite sources.
- (20) Research/Synthesizing, Organizing and Presenting Ideas. Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) compose a summary of the research findings; and
 - (B) create a works-cited page to identify the author, title, publisher, and publication year of sources; and alphabetize by author's last name.
- (21) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and
 - (B) follow, restate, and give oral instructions that involve a series of related sequences of action.
- (22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. The student is expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- (23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

§110.15 English Language Arts and Reading, Grade 4.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. In fourth grade, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For fourth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
- (3) 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 fourth-grade as described in subsection (B) of this section.

- (4) 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.

(b) Knowledge and skills..

- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. The student is expected to read grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (2) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
- (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
 - (B) ask literal, interpretive, and evaluative questions of text;
 - (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, and generating questions);
 - (D) make inferences about text and use textual evidence to support understanding;
 - (E) summarize information in text, maintaining meaning and logical order; and
 - (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas, and provide textual evidence.
- (3) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources, and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) determine the meaning of unfamiliar words using knowledge of common prefixes and suffixes (e.g., in-, dis-, -less), and understand how they change the meaning of roots (e.g., allow/disallow);
 - (B) use context (e.g., word, sentence and paragraph clues) to determine the meaning of unknown words;
 - (C) use context clues to determine the meaning of homophones, homonyms and homographs;
 - (D) recognize that some words and phrases have literal and non-literal meanings;
 - (E) apply the meaning of the terms synonyms and antonyms to learn the meaning of new words; and
 - (F) determine the meanings, pronunciation, correct spellings, syllabication, and parts of speech of words by using dictionaries, glossaries, technology and textual features (e.g., definitional footnotes or sidebars).
- (4) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) describe the importance of different aspects of the setting (e.g., time, place, situation);

- (B) describe the interactions of major and minor characters, their relationships, and the changes they undergo;
 - (C) analyze how the author uses cause and effect to advance the plot;
 - (D) compare themes in similar texts considering the relationships of characters and solutions to problems;
 - (E) distinguish between the author and narrator;
 - (F) analyze the impact of sensory details and figurative language (e.g., similes and metaphor);
 - (G) compare and contrast adventures or exploits of character types in traditional, classical, and contemporary literature from various cultures ;
 - (H) describe the effects of poetic devices, (e.g., simile, imagery);
 - (I) understand the structure of poems (e.g., rhyme, stanza, line break); and
 - (J) describe the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters).
- (5) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify the topic and explain the author’s purpose for writing informational text;
 - (B) describe the main idea and supporting details in informational text;
 - (C) understand how to verify fact from opinion in text;
 - (D) explain cause/effect, sequential/logical order, and compare/contrast relationships in text;
 - (E) use text features (e.g., index, glossary) to locate information quickly and efficiently to answer questions about text; and
 - (F) describe how authors present the major events in their own or others’ lives.
- (6) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text, and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify the reasons the author uses to convince the reader to think a particular way or to take specific action; and
 - (B) recognize why advertisements use well-known persons or exaggeration to sell their products.
- (7) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) determine the sequence of activities needed to carry out a written procedure; and
 - (B) use graphic features (e.g., diagrams, graphs) to follow procedures.
- (8) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;

- (B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and
 - (C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).
- (9) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate ideas and plan a first draft by selecting a genre appropriate for the intended meaning and audience;
 - (B) as appropriate, verify the accuracy of supporting ideas, facts, details, and examples;
 - (C) organize and develop drafts by categorizing ideas into paragraphs;
 - (D) revise drafts by conferring with teacher and/or peers to improve focus (e.g., repeated or unnecessary information), coherence, (e.g., order, transitions); , and word choice in order to achieve the author’s purpose for a specific audience;
 - (E) edit drafts for grammar, mechanics, and spelling using a rubric, peer review, or checklist; and
 - (F) publish written work for a specific audience.
- (10) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. (In English I-IV, students are responsible for one form of literary writing.) The student is expected to:
- (A) write stories that develop setting, characters, and plot (conflict) that includes:
 - (i) a clearly defined focus, a well-developed plot, and appropriate point of view;
 - (ii) a well-developed setting created through the use of sensory details; and
 - (iii) realistic dialogue;
 - (B) write poems using:
 - (i) poetic devices (e.g., simile, hyperbole);
 - (ii) poetic structures (e.g., stanza, rhyme, rhythm); and
 - (iii) poetic forms (e.g., free verse, concrete poetry, limerick).
- (11) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of analysis within a textual interpretation] in order to meet the requirement of the student expectation. The student is expected to:
- (A) write informational texts (directions, book review) organized to achieve an intended purpose that includes:
 - (i) a central idea; and
 - (ii) supporting facts, details, and explanations;
 - (B) write a personal narrative that conveys thoughts and feelings about an experience; and
 - (C) write responses and provide textual evidence to demonstrate understanding of texts (e.g., author’s development of character).
- (12) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may

combine rhetorical modes within one document [e.g., use of narration within a college application] in order to meet the requirement of the student expectation. The student is expected to write letters appropriate to the audience and purpose in correct format (e.g., date, salutation, closing).

- (13) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of research within a persuasive text] in order to meet the requirement of the student expectation. The student is expected to write a persuasive text appropriate for the audience that establishes a position and uses supporting details.
- (14) **Writing/Conventions of Language.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. The student is expected to:
 - (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (irregular verbs);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);
 - (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
 - (vi) reflexive pronouns (e.g., myself, ourselves);
 - (vii) correlative conjunctions (e.g., either/or, neither/nor); and
 - (viii) use time order transition words and transitions that indicate a conclusion;
 - (B) use the complete subject and the complete predicate in a sentence; and
 - (C) use complete simple and compound sentences with correct subject-verb agreement.
- (15) **Writing//Conventions of Language/Handwriting.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
 - (A) write legibly with increasing fluency in either cursive or manuscript as appropriate;
 - (B) write legibly with appropriate margins and indentations for readability;
 - (C) use capitalization for:
 - (i) historical events and documents;
 - (ii) titles of books, stories, essays; and
 - (iii) languages, races, and nationalities;
 - (D) recognize and use punctuation marks, including:
 - (i) apostrophes in possessives;
 - (ii) commas in compound sentences; and
 - (iii) quotation marks.
- (16) **Writing/Conventions of Language/Spelling.** Students spell correctly in the context of writing. The student is expected to:
 - (A) use knowledge of word parts, word segmentation, and syllabication to spell;

- (B) spell high-frequency and compound words;
 - (C) spell words with common syllable constructions (closed, open, VC-e, -le, -r, final stable syllable);
 - (D) spell words with more advanced orthographic patterns and rules, including:
 - (i) consonant doubling when adding an ending;
 - (ii) plural rules (e.g. words ending in f as in leaf, leaves; adding -es);
 - (iii) irregular plurals (e.g. man/men, foot/feet, child/children);
 - (iv) double consonants in middle of words;
 - (v) other ways to spell sh (e.g., -sion, -tion, -cian); and
 - (vi) silent letters (e.g., knee, wring);
 - (E) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);
 - (F) differentiate among commonly used homophones (e.g., there, they're, their; two, too, to); and
 - (G) use spelling patterns, rules, and print and electronic resources to find and check correct spellings.
- (17) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to generate possible research topics, narrow to one, develop open-ended questions, and generate a research plan (e.g., surveys, interviews).
- (18) Research/Gathering Sources. Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) identify data by using text features (e.g., bold print, italics), take notes, and organize evidence;
 - (B) differentiate between paraphrasing and plagiarism while taking notes and cite sources.
- (19) Research/Synthesizing, Organizing and Presenting Ideas. Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) compose a summary of the research findings;
 - (B) create a works-cited page to identify the author, title, publisher, and publication year of sources; and alphabetize by author's last name; and
 - (C) use a variety of evaluative tools including rubrics to examine the quality of the research.
- (20) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) listen attentively to speakers, ask relevant questions and make pertinent comments; and
 - (B) follow, restate, and give oral instructions that involve a series of related sequences of action.
- (21) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. The student is expected to express an opinion supported by accurate information, employing eye contact,

speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

- (22) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

§110.16 English Language Arts and Reading, Grade 5.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. In fifth grade, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For fifth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
- (3) 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 fifth grade as described in subsection (B) of this section.
- (4) 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.

(b) Knowledge and skills.

- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. The student is expected to read grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (2) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
 - (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
 - (B) ask literal, interpretive, evaluative, and universal questions of text;

- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, and generating questions);
 - (D) make inferences about text and use textual evidence to support understanding;
 - (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
 - (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.
- (3) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources, and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) understand and use grade-level vocabulary, including academic words derived from Latin, Greek, or other linguistic roots and affixes;
 - (B) use context (e.g., author's use of definition, restatement and example) to determine the meaning of unknown words;
 - (C) analyze gradients of meanings between related words and concepts to broaden word knowledge (e.g., colonization: exploration, migration, settlement);
 - (D) understand and use common idioms and figurative phrases;
 - (E) analyze word relationships based on the knowledge of antonyms and synonyms to learn and use new words; and
 - (F) determine the meanings, correct spellings, syllabication, pronunciations, alternate word choices, and parts of speech of words, using dictionaries, glossaries, technology and textual features (e.g., definitional footnotes or sidebars).
- (4) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) explain how the setting impacts other elements;
 - (B) analyze the interactions of major and minor characters, their relationships, and the changes they undergo;
 - (C) recognize how the author sequences events to foreshadow future actions;
 - (D) explain the implied theme of a work, distinguishing theme from topic;
 - (E) recognize the differences in narrative points of view; (e.g., first- and third-person);
 - (F) analyze imagery and figurative language (e.g., onomatopoeia, and idioms);
 - (G) analyze origin myths and connect them with the cultures in which they were created;
 - (H) explain the connection between an historical event or movement and a theme of a work of literature;
 - (I) explain the effects of poetic devices (e.g., alliteration, simile, onomatopoeia, metaphor);
 - (J) understand how meaning is affected by poetic form (e.g., narrative, limericks, humorous); and
 - (K) analyze a playwright's use of stage directions.
- (5) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from

text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:

- (A) evaluate how well the author's purpose for writing informational text was achieved;
 - (B) summarize main ideas and supporting details in informational text;
 - (C) draw conclusions from facts presented in text;
 - (D) explain compare/contrast relationships and classification schemes in text;
 - (E) use multiple text features (e.g., topic sentences, organizational structure) to draw conclusions about the main points of text; and
 - (F) describe how authors present the major events in their own or others' lives.
- (6) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text, and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) identify the author's position and supporting evidence in a persuasive text;
 - (B) identify persuasive techniques and recognize exaggerated or misleading statements; and
 - (C) identify basic relationships among ideas in an argument, (e.g., similarity, difference, and causality).
- (7) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and
 - (B) use graphic features (e.g., maps, timelines, charts) to follow procedures.
- (8) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);
 - (B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);
 - (C) identify the point of view of media presentations; and
 - (D) analyze various digital media venues for levels of formality and informality.
- (9) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate ideas and plan a first draft by selecting a genre appropriate for the intended meaning and audience;
 - (B) as appropriate, verify the accuracy of supporting ideas, specific facts, details, and examples;
 - (C) organize and develop focused drafts by categorizing ideas into paragraphs;
 - (D) revise drafts by conferring with teacher and/or peers to clarify meaning, enhance style (e.g., vivid imagery, word choice, varied sentence structure), and improve coherence

- (e.g., rearranging text, adding transitions) in order to achieve the author's purpose for a specific audience;
- (E) edit drafts for grammar, mechanics, and spelling using a rubric, peer review, or checklist; and
 - (F) publish written work for appropriate audiences.
- (10) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write a story that includes:
 - (i) a clearly defined focus, a well-developed plot, and appropriate point of view;
 - (ii) a well-developed setting created through the use of sensory details; and
 - (iii) dialogue that develops characters;
 - (B) write poems using:
 - (i) poetic devices (e.g., alliteration, onomatopoeia, metaphor);
 - (ii) poetic structures (e.g., line break); and
 - (iii) poetic forms (e.g., free verse, narrative, humorous).
- (11) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write well-developed, multi-paragraph informational texts organized to achieve an intended purpose that includes:
 - (i) a central idea; and
 - (ii) supporting facts, details, and examples in an appropriately organized structure.
 - (B) write a personal narrative that conveys thoughts and feelings about an experience; and
 - (C) write responses and provide textual evidence to demonstrate understanding of texts (e.g., author's diction).
- (12) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to write formal and informal letters in appropriate format (e.g., date, salutation, closing).
- (13) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. The student is expected to write a persuasive text for the appropriate audience; establish a consistent position; include sound reasoning, detailed and relevant evidence; and differentiate between fact and opinion.
- (14) Writing/Conventions of Language. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (irregular verbs and active voice);
 - (ii) collective nouns (e.g., class, public);

- (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);
 - (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
 - (vi) indefinite pronouns (e.g., all, both, nothing, anything);
 - (vii) subordinating conjunctions (e.g., while, because, although, if); and
 - (viii) transitional words (e.g., also, therefore);
- (B) use the complete subject and the complete predicate in a sentence; and
- (C) use complete simple and compound sentences with correct subject-verb agreement.
- (15) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) use capitalization for:
 - (i) abbreviations;
 - (ii) initials and acronyms; and
 - (iii) organizations;
 - (B) use proper mechanics including italics for titles and emphasis; and
 - (C) recognize and use punctuation marks, including:
 - (i) commas in compound sentences; and
 - (ii) proper punctuation and spacing for quotations.
- (16) Writing/Conventions of Language/Spelling. Students spell correctly in the context of writing. The student is expected to:
- (A) use knowledge of word parts, word segmentation, and syllabication to spell;
 - (B) spell high-frequency and compound words;
 - (C) spell words with common syllable constructions (closed, open, VC-e, -le, -r, final stable syllable);
 - (D) spell words with more advanced orthographic patterns and rules, including:
 - (i) consonant changes (e.g. /t/ to /sh/ –select, selection; /k/ to /sh/ music, musician);
 - (ii) vowel changes (e.g. long to short – [crime, criminal]; long to schwa – [define, definition]; short to schwa – [legality, legal]); and
 - (iii) silent and sounded consonants (e.g. haste, hasten; sign, signal; condemn, condemnation);
 - (E) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);
 - (F) differentiate between commonly confused terms (e.g., its, it's; affect, effect); and
 - (G) know how to use the spell-check function in word processing while understanding its limitations.
- (17) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to formulate research ideas consult with others, decide upon a

topic, and develop open-ended questions, and generate a research plan for gathering information (e.g., reference texts periodicals, web pages, online sources).

- (18) **Research/Gathering Sources.** Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) take notes, including graphics to examine the relationships between ideas;
 - (B) paraphrase, summarize, quote and accurately cite all research to avoid plagiarism; and.
- (19) **Research/Synthesizing, Organizing and Presenting Ideas.** Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) synthesize research into a written, oral, or media presentation that:
 - (i) collect and organize information to support main ideas, summarize findings, and draw conclusions;
 - (ii) record bibliographical information in a format appropriate to audience; and
 - (B) use a variety of evaluative tools (e.g., rubrics, peer reviews, teacher evaluations) to examine the quality of the research.
- (20) **Listening and Speaking/Listening.** Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;
 - (B) follow, restate, and give oral instructions that include multiple action steps; and
 - (C) determine both main and supporting ideas in the speaker's message.
- (21) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. The student is expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
- (22) **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

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