

# **English Language Arts and Reading**

# **Texas Essential Knowledge and Skills**

Kindergarten–Grade 5



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# About the ELAR TEKS

The following pages contain the vertical-alignment version of the 2008 revised English Language Arts and Reading Texas Essential Knowledge and Skills (ELAR TEKS).

This document contains the same information as the rule text, which is available on the Texas Education Agency Web site; however, it has been reformatted to display, at a glance, the corresponding student expectations for each grade level.

The ELAR TEKS vertical alignment for K–grade 5 consists of the following sections:

- Introduction
- Reading Strand
- Writing Strand
- Oral and Written Conventions Strand
- Research Strand
- Listening and Speaking Strand
- Comprehension skills found in Figure 19

## Introduction Section

The first part of the Introduction of the ELAR TEKS contains important information about the cumulative nature of the standards. The language of the Introduction is almost identical across all grade levels. The differences have been provided as footnotes at the bottom of the document.

The next part of the Introduction contains specific information to guide the instruction of English language learners (ELLs) in their acquisition of reading skills, their vocabulary development,

and the improvement of their English-language proficiency.

The last parts contain additional information about requirements for the state of Texas.

## Strands of the TEKS

The ELAR TEKS are divided into five strands: Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking. Within each of these strands are components that define the type of text students will use or the type of writing students will engage in. There are subsections within some of the components.

For each strand, the vertical alignment contains a guide that summarizes the structure and applicable grade levels for each knowledge and skill statement.

The first column of this guide contains the tagline (i.e., strand/component/subsection) and applicable grade levels. The highlighted grade levels indicate the grades in which this component or subsection is addressed.

The second column lists the knowledge and skills statement for each component or subsection. These knowledge and skills statements are often exactly the same across grade levels K–5. Sometimes a knowledge and skills statement applies only to a specific range of grade levels.

The third column lists examples from the Texas College and Career Readiness Standards (CCRS) that closely align with the ELAR TEKS. The CCRS in this column are not intended to be

a comprehensive list of all correspondences with the ELAR TEKS. You are encouraged to explore the CCRS yourself to discover additional correspondences with the ELAR TEKS.

In the pages following the guide for each strand are the student expectations for each knowledge and skills statement. These are the measurable expectations that teachers will use when planning instruction.

## Comprehension Skills Found in Figure 19

There are three Figure 19 charts for English: one covers grades K–5, the second covers grades 6–8, and the third covers English I–IV.

All versions of Figure 19 share the same knowledge and skills statement: “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.”

Although Figure 19 appears as a separate document on the TEA Web site, it is part of the TEKS for language arts and reading. These comprehension skills are critical to model and teach so that our students will become successful readers.



# Introduction

## ELAR Texas Essential Knowledge and Skills

The ELAR TEKS Introduction is identically worded across grade levels with a few exceptions. These exceptions are marked with numbered footnotes in the text on the next pages. We use the first-grade Introduction as the basis for our example.

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**Texas Administrative Code (TAC), Title 19, Part II**  
**Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading**

**§110.10.<sup>1</sup> Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary,<sup>2</sup> Beginning with School Year 2009-2010.**

(a) The provisions of §§110.11-110.16<sup>3</sup> of this subchapter shall be implemented by school districts beginning with the 2009-2010 school year and at that time shall supersede §§110.2-110.7<sup>4</sup> of this subchapter.

(b) Students must develop the ability to comprehend and process material from a wide range of texts. Student expectations for Reading/Comprehension Skills as provided in this subsection are described for the appropriate grade level.

Figure: 19 TAC §110.10(b)<sup>5</sup>

*Source: The provisions of this §110.10<sup>6</sup> adopted to be effective September 4, 2008, 33 TexReg 7162.*

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1 The statute number differs by grade range (§110.17 for Middle School, §110.30 for High School).

2 Substitute the appropriate grade range: “Middle School” or “High School.”

3 The statute-number range differs by grade range (§§110.18–110.20 for Middle School, §§110.31–110.34 for High School).

4 The statute-number range differs by grade range (§§110.22–110.24 for Middle School, §§110.42–110.45 for High School).

5 The statute number differs by grade range (§110.17(b) for Middle School, §110.30(b) for High School).

6 The statute number differs by grade range (§110.17 for Middle School, §110.30 for High School).

**§110.12.<sup>7</sup> English Language Arts and Reading, Grade 1,<sup>8</sup> Beginning with School Year 2009-2010.**

(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 and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report.<sup>9</sup> In first grade,<sup>10</sup> students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.<sup>11</sup>

7 The statute number differs by grade level:

K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
§110.11	§110.12	§110.13	§110.14	§110.15	§110.16	§110.18	§110.19	§110.20	§110.31	§110.32	§110.33	§110.34

8 Substitute the appropriate grade level.

9 This sentence is for grades K–2 only. For grades 3–English IV, this sentence reads: “The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade.”

10 Substitute the appropriate grade level.

11 For kindergarten, this section reads: “...students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.”

For grades 3–English IV, this section reads: “...students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.”

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(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

- (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELLs ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (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 at Grade 1<sup>12</sup> 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.

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12 Substitute the appropriate grade level.

# READING



## ELAR TEKS Vertical Alignment

Grades K–5

*The English Language Arts and Reading (ELAR) Vertical Alignment Chart is a tool that allows the Texas Essential Knowledge and Skills (TEKS) to be viewed across multiple grade levels. The TEKS for kindergarten are listed here in the same order as they are presented in the ELAR TEKS document. After kindergarten, the ELAR TEKS are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–5, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.*

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READING

Students read and understand a wide variety of literary and informational texts.

# Guide to the ELAR TEKS Reading Strand Across Grade Levels

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<b>Beginning Reading/Print Awareness</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand how English is written and printed.	
<b>Beginning Reading/Phonological Awareness</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students display phonological awareness.	
<b>Beginning Reading/Phonics</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students use the relationship between letters and sounds, spelling patterns, and morphological analysis to decode written English. (Grades 1, 2) Students will continue to apply earlier standards with greater depth in increasingly complex texts.	
<b>Beginning Reading/Strategies</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students comprehend a variety of texts drawing on useful strategies as needed.	
<b>Fluency</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students read grade level text with fluency and comprehension.	
<b>Vocabulary Development</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand new vocabulary and use it when reading and writing.	<b>E/LAS (English/Language Arts Standards): Reading: B. Understand new vocabulary and concepts and use them accurately in reading speaking, and writing.</b>

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<p><b>Comprehension of Literary Text/Theme and Genre</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>	<p><b>E/LAS: Reading:</b> C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.</p>
<p><b>Comprehension of Literary Text/Poetry</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p>	<p><b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.</p>
<p><b>Comprehension of Literary Text/Drama</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p>	<p><b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.</p>
<p><b>Comprehension of Literary Text/Fiction</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p>	<p><b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.</p>
<p><b>Comprehension of Literary Text/Literary Nonfiction</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.</p>	<p><b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.</p>
<p><b>Comprehension of Literary Text/Sensory Language</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>	

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<b>Comprehension Text/Independent Reading</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students read independently for sustained periods of time and provide evidence of their reading.	<b>CDS (Cross-Disciplinary Standards):</b> D: Academic behaviors. E: Work habits.
<b>Comprehension of Informational Text/Culture and History</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	<b>E/LAS: Reading:</b> C. Describe analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
<b>Comprehension of Informational Text/Expository Text</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
<b>Comprehension of Informational Text/Persuasive Text</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
<b>Comprehension of Informational Text/Procedural Text</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students understand how to glean and use information in procedural texts and documents.	<b>E/LAS: Reading:</b> A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<p><b>Comprehension Skills (Figure 19)</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>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.</p>	<p><b>CDS: I. Key Cognitive Skills.</b> D. Academic Behaviors  <b>CDS: II. Foundational Skills.</b> A. Reading across the curriculum.</p>
<p><b>Media Literacy</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>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.</p>	<p><b>E/LAS: Listening.</b> A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews)   <b>CDS: I. Key Cognitive Skills.</b> B. Reasoning  <b>CDS: II. Foundational Skills.</b> E. Technology</p>

# ELAR TEKS Reading Strand Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Beginning Reading Skills/Print Awareness.</b>					
Students understand how English is written and printed. Students are expected to:					
1(A) recognize that spoken words can be represented by print for communication;	1(A) recognize that spoken words are represented in written English by specific sequences of letters;				
1(B) identify upper- and lower-case letters;	1(B) identify upper- and lower-case letters;				
1(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;					
1(D) recognize the difference between a letter and a printed word;					
	1(C) sequence the letters of the alphabet;				
1(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);	1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	1(A) distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Beginning Reading Skills/Print Awareness (cont.)</b>					
1(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right;	1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;				
1(G) identify different parts of a book (e.g., front and back covers, title page).	1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).				
<b>Reading/Beginning Reading Skills/Phonological Awareness.</b>					
Students display phonological awareness. Students are expected to:					
2(A) identify a sentence made up of a group of words;					
2(B) identify syllables in spoken words;					
2(C) orally generate rhymes in response to spoken words (e.g., “What rhymes with hat?”);	2(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);				
	2(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);				

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Beginning Reading Skills/Phonological Awareness (cont.)</b>					
	2(C) 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/);				
2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;					
2(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”);					
2(F) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat);					
2(G) blend spoken phonemes to form one-syllable words (e.g., /m/.../a/.../n/ says man);	2(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);				
2(H) isolate the initial sound in one-syllable spoken words;	2(E) isolate initial, medial, and final sounds in one-syllable spoken words;				
2(I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ .../o/ .../g/).	2(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/ a/t/).				

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>Reading/Beginning Reading Skills/Phonics.</b>            (Grades K, 3) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</p> <p>(Grades 1, 2) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>					
3(A) identify the common sounds that letters represent;	3(A) decode words in context and in isolation by applying common letter-sound correspondences, including:	2(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences, including:	1(A) decode multisyllabic words in context and independent of context by applying common spelling patterns, including:		
	(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;	(i) single letters (consonants and vowels);			
	(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;				
	(iii) consonant blends (e.g., bl, st);	(ii) consonant blends (e.g., thr, spl);			
	(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;	(iii) consonant digraphs (e.g., ng, ck, ph);			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Beginning Reading Skills/Phonics (cont.)</b>					
	(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh;	(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);	(i) dropping the final “e” and add 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); (v) using knowledge of derivational affixes (e.g., -de, -ful, -able);		
	(vi) vowel diphthongs including oy, oi, ou, and ow;				
	3(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;				

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Beginning Reading Skills/Phonics (cont.)</b>					
3(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);	3(C) use common syllabication patterns to decode words, including:	2(B) use common syllabication patterns to decode words including:	1(B) use common syllabication patterns to decode words including:		
	(i) closed syllable (CVC) (e.g., mat, rab-bit);	(i) closed syllable (CVC) (e.g., pic-nic, mon-ster);	(i) closed syllable (CVC) (e.g., mag-net, splen-did);		
	(ii) open syllable (CV) (e.g., he, ba-by)	(ii) open syllable (CV) (e.g., ti-ger);	(ii) open syllable (CV) (e.g., ve-to);		
	(iii) final stable syllable (e.g., ap-ple, a-ble);	(iii) final stable syllable (e.g., sta-tion, tum-ble);	(iii) final stable syllable (e.g., puz-zle, con-trac-tion);		
	(iv) vowel-consonant-silent “e” words (VCe) (e.g., kite, hide);	(iv) vowel-consonant-silent “e” words (VCe) (e.g., in-vite, cape);			
	(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);	(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);	(v) vowel digraphs and diphthongs (e.g., ei-ther);		
	(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or;	(v) r-controlled vowels (e.g., per-fect, cor-ner).	(iv) r-controlled vowels (e.g., fer-ment, car-pool);		
3(C) recognize that new words are created when letters are changed, added, or deleted;					
	3(E) read base words with inflectional endings (e.g., plurals, past tenses);	2(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Beginning Reading Skills/Phonics (cont.)</b>					
	3(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);	2(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);	1(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);		
	3(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);				
		2(E) identify and read abbreviations (e.g., Mr., Ave.);			
	3(G) identify and read contractions (e.g., isn't, can't);	2(F) identify and read contractions (e.g., haven't, it's);	1(D) identify and read contractions (e.g., I'd, won't);		
3(D) identify and read at least 25 high-frequency words from a commonly used list.	3(H) identify and read at least 100 high-frequency words from a commonly used list;	2(G) identify and read at least 300 high-frequency words from a commonly used list;			
	3(I) monitor accuracy of decoding.	2(H) monitor accuracy of decoding.	1(E) monitor accuracy in decoding.		

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Beginning Reading/Strategies.</b>					
Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:					
4(A) predict what might happen next in text based on the cover, title, and illustrations;	4(A) confirm predictions about what will happen next in text by “reading the part that tells”;	3(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	2(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;		
4(B) ask and respond to questions about texts read aloud.	4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;	3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;	2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;		
	4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	3(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	2(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).		
<b>Reading/Fluency.</b>					
Students read grade-level text with fluency and comprehension. Students are expected to:					
	5(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	4(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	3(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	1(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	1(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Vocabulary Development.</b>					
Students understand new vocabulary and use it when reading and writing. Students are expected to:					
5(A) identify and use words that name actions, directions, positions, sequences, and locations;	6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);				
		5(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);	4(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;	2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
5(B) recognize that compound words are made up of shorter words;	6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);				
	6(C) determine what words mean from how they are used in a sentence, either heard or read;	5(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
5(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures);	6(D) identify and sort words into conceptual categories (e.g., opposites, living things);	5(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;	4(C) identify and use antonyms, synonyms, homographs, and homophones;	2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____, or girl:woman as boy:____);	2(C) produce analogies with known antonyms and synonyms;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Vocabulary Development (cont.)</b>					
			4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles);	2(D) identify the meaning of common idioms;	2(D) identify and explain the meaning of common idioms, adages, and other sayings;
5(D) use a picture dictionary to find words.	6(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	5(D) alphabetize a series of words and use a dictionary or a glossary to find words.	4(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
<b>Reading/Comprehension of Literary Text/Theme and Genre.</b>					
Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:					
6(A) identify elements of a story including setting, character and key events;					
6(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	7(A) connect the meaning of a well-known story or fable to personal experiences;	6(A) identify moral lessons as themes in well-known fables, legends, myths, or stories;	5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories;	3(A) summarize and explain the lesson or message of a work of fiction as its theme;	3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;
6(C) recognize sensory details;					

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Comprehension of Literary Text/Theme and Genre (cont.)</b>					
6(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.	7(B) explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales.	6(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	5(B) compare and contrast the settings in myths and traditional folktales.	3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	3(B) describe the phenomena explained in origin myths from various cultures;
					3(C) explain the effect of a historical event or movement on the theme of a work of literature.
<b>Reading/Comprehension of Literary Text/Poetry.</b>					
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:					
7(A) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	8(A) respond to and use rhythm, rhyme, and alliteration in poetry.	7(A) describe how rhyme, rhythm, and repetition interact to create images in poetry.	6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	4(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	4(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
<b>Reading/Comprehension of Literary Text/Drama.</b>					
Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:					
		8(A) identify the elements of dialogue and use them in informal plays.	7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	5(A) describe the structural elements particular to dramatic literature.	5(A) analyze the similarities and differences between an original text and its dramatic adaptation.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Comprehension of Literary Text/Fiction.</b>					
Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:					
8(A) retell a main event from a story read aloud;	9(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;	9(A) describe similarities and differences in the plots and settings of several works by the same author;	8(A) sequence and summarize the plot's main events and explain their influence on future events;	6(A) sequence and summarize the plot's main events and explain their influence on future events;	6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;
8(B) describe characters in a story and the reasons for their actions.	9(B) describe characters in a story and the reasons for their actions and feelings.	9(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	8(B) describe the interaction of characters including their relationships and the changes they undergo;	6(B) describe the interaction of characters including their relationships and the changes they undergo;	6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts;
			8(C) identify whether the narrator or speaker of a story is first or third person.	6(C) identify whether the narrator or speaker of a story is first or third person.	6(C) explain different forms of third-person points of view in stories.
<b>Reading/Comprehension of Literary Text/Literary Nonfiction.</b>					
Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:					
	10(A) determine whether a story is true or a fantasy and explain why.	10(A) distinguish between fiction and nonfiction.	9(A) explain the difference in point of view between a biography and autobiography.	7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Comprehension of Literary Text/Sensory Language.</b> Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:					
	11(A) recognize sensory details in literary text.	11(A) recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	10(A) identify language that creates a graphic, visual experience and appeals to the senses.	8(A) identify the author’s use of similes and metaphors to produce imagery.	8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text.
<b>Reading/Comprehension of Text/Independent Reading.</b> Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:					
	12(A) read independently for a sustained period of time.	12(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	11(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	9(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	9(A) read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
<b>Reading/Comprehension of Informational Text/Culture and History.</b> Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:					
9(A) identify the topic of an informational text heard.	13(A) identify the topic and explain the author’s purpose in writing about the text.	13(A) identify the topic and explain the author’s purpose in writing the text.	12(A) identify the topic and locate the author’s stated purposes in writing the text.	10(A) explain the difference between a stated and an implied purpose for an expository text.	10(A) draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:					
10(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	14(A) restate the main idea, heard or read;	14(A) identify the main idea in a text and distinguish it from the topic;	13(A) identify the details or facts that support the main idea;	11(A) summarize the main idea and supporting details in text in ways that maintain meaning;	11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
10(B) retell important facts in a text, heard or read;	14(B) identify important facts or details in text, heard or read;	14(B) locate the facts that are clearly stated in a text;	13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	11(B) distinguish fact from opinion in a text and explain how to verify what is a fact;	11(B) determine the facts in text and verify them through established methods;
10(C) discuss the ways authors group information in text;	14(C) retell the order of events in a text by referring to the words and/or illustrations;	14(C) describe the order of events or ideas in a text;	13(C) identify explicit cause and effect relationships among ideas in texts;	11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;	11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
10(D) use titles and illustrations to make predictions about text.	14(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	14(D) use text features (e.g., tables of contents, index, headings) to locate specific information in text.	13(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	11(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information;
					11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Reading/Comprehension of Informational Text/Persuasive Text.</b>					
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:					
			14(A) identify what the author is trying to persuade the reader to think or do.	12(A) explain how an author uses language to present information to influence what the reader thinks or does.	12(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.
					12(B) recognize exaggerated, contradictory, or misleading statements in text.
<b>Reading/Comprehension of Informational Text/Procedural Text.</b>					
Students understand how to glean and use information in procedural texts and documents. Students are expected to:					
11(A) follow pictorial directions (e.g., recipes, science experiments);	15(A) follow written multi-step directions with picture cues to assist with understanding;	15(A) follow written multi-step directions;	15(A) follow and explain a set of written multi-step directions;	13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe);	13(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures;
11(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	15(B) explain the meaning of specific signs and symbols (e.g., map features).	15(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	15(B) locate and use specific information in graphic features of text.	13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>Reading/Media Literacy.</b>            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. Students are expected to:</p>					
12(A) identify different forms of media (e.g., advertisements, newspapers, radio programs) (with adult assistance);	16(A) recognize different purposes of media (e.g., to inform, to entertain) (with adult assistance);	16(A) recognize different purposes of media (e.g., informational, entertainment);	16(A) understand how communication changes when moving from one genre of media to another;	14(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);
12(B) identify techniques used in media (e.g., sound, movement) (with adult assistance).	16(B) identify techniques used in media (e.g., sound, movement).	16(B) describe techniques used to create media messages (e.g., sound, graphics);	16(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound);	14(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects);	14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);
					14(C) identify the point of view of media presentations;
		16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).	16(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).	14(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).	14(D) analyze various digital media venues for levels of formality and informality.

# WRITING



## ELAR TEKS Vertical Alignment

### Grades K–5

*The English Language Arts and Reading (ELAR) Vertical Alignment Chart is a tool that allows the Texas Essential Knowledge and Skills (TEKS) to be viewed across multiple grade levels. The TEKS for kindergarten are listed here in the same order as they are presented in the ELAR TEKS document. After kindergarten, the ELAR TEKS are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–5, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.*

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## WRITING

Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

# Guide to the ELAR TEKS Writing Strand Across Grade Levels

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<p><b>Writing Process</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>	<p><b>E/LAS (English/Language Arts Standards): Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS (Cross-Disciplinary Standards): II. Foundational Skills.</b> B. Writing across the curriculum</p>
<p><b>Literary Texts</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (Courses Eng. I–IV) Students are responsible for at least two forms of literary writing.</p>	<p><b>E/LAS: Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS: II. Foundational Skills.</b> B. Writing across the curriculum</p>
<p><b>Personal (unofficial tag line)</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students write about their own experiences.</p>	<p><b>E/LAS: Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS: II. Foundational Skills.</b> B. Writing across the curriculum</p>

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<p><b>Expository and Procedural Texts</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p><b>E/LAS: Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS: II. Foundational Skills.</b> B. Writing across the curriculum</p>
<p><b>Persuasive Texts</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Grades 2–6: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p> <p>Grades 7–8: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays to the appropriate audience.</p> <p>Courses Eng. I–II: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience.</p> <p>Courses Eng. III–IV: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience.</p>	

# ELAR TEKS Writing Strand Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>Writing/Writing Process.</b>            Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>					
<p>13(A) plan a first draft by generating ideas for writing through class discussion (with adult assistance);</p>	<p>17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p>	<p>17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p>	<p>17(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p>	<p>15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p>	<p>15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>
<p>13(B) develop drafts by sequencing the action or details in the story (with adult assistance);</p>	<p>17(B) develop drafts by sequencing ideas through writing sentences;</p>	<p>17(B) develop drafts by sequencing ideas through writing sentences;</p>	<p>17(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p>	<p>15(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p>	<p>15(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p>

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Writing/Writing Process (cont.)</b>					
13(C) revise drafts by adding details or sentences (with adult assistance);	17(C) revise drafts by adding or deleting a word, phrase, or sentence;	17(C) revise drafts by adding or deleting words, phrases, or sentences;	17(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	15(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
13(D) edit drafts by leaving spaces between letters and words (with adult assistance);	17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;	17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;	17(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	15(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	15(D) edit drafts for grammar, mechanics, and spelling;
13(E) share writing with others (with adult assistance).	17(E) publish and share writing with others.	17(E) publish and share writing with others.	17(E) publish written work for a specific audience.	15(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.	15(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Writing/Literary Texts.</b>					
Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:					
14(A) dictate or write sentences to tell a story and put the sentences in chronological sequence;	18(A) write brief stories that include a beginning, middle, and end;	18(A) write brief stories that include a beginning, middle, and end;	18(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;	16(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;	16(A) write imaginative stories that include: <ul style="list-style-type: none"> <li>(i) a clearly defined focus, plot, and point of view;</li> <li>(ii) a specific, believable setting created through the use of sensory details;</li> <li>(iii) dialogue that develops the story;</li> </ul>
14(B) write short poems.	18(B) write short poems that convey sensory details.	18(B) write short poems that convey sensory details.	18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	16(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	16(B) write poems using: <ul style="list-style-type: none"> <li>(i) poetic techniques (e.g., alliteration, onomatopoeia);</li> <li>(ii) figurative language (e.g., similes, metaphors).</li> <li>(iii) graphic elements (e.g., capital letters, line length).</li> </ul>
<b>Writing.</b>					
Students write about their own experiences. Students are expected to:					
			19(A) write about important personal experiences.	17(A) write about important personal experiences.	17(A) write a personal narrative that conveys thoughts and feelings about an experience.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>Writing/Expository and Procedural Texts.</b>            Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.            Students are expected to:</p>					
15(A) dictate or write information for lists, captions, or invitations.	19(A) write brief compositions about topics of interest to the student;	19(A) write brief compositions about topics of interest to the student;	20(A) create brief compositions that:	18(A) create brief compositions that:	18(A) create multi-paragraph essays to convey information about the topic that:
			(i) establish a central idea in a topic sentence;	(i) establish a central idea in a topic sentence;	
			(iii) contain a concluding statement;	(iii) contain a concluding statement;	
			(ii) include supporting sentences with simple facts, details, and explanations;	(ii) include supporting sentences with simple facts, details, and explanations;	
			(ii) include supporting sentences with simple facts, details, and explanations;	(ii) include supporting sentences with simple facts, details, and explanations;	
			(ii) include supporting sentences with simple facts, details, and explanations;	(ii) include supporting sentences with simple facts, details, and explanations;	
(i) present effective introductions and concluding paragraphs;	(ii) guide and inform the reader's understanding of key ideas and evidence;	(iii) include specific facts, details, and examples in an appropriately organized structure;	(iv) use a variety of sentence structures and transitions to link paragraphs;		

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Writing/Expository and Procedural Texts (cont.)</b>					
	19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	20(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing);	18(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing);	18(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);
	19(C) write brief comments on literary or informational texts.	19(C) write brief comments on literary or informational texts.	20(C) write responses to literary or expository texts that demonstrate an understanding of the text.	18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
<b>Writing/Persuasive Texts.</b>					
Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:					
		20(A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.	21(A) write persuasive essays for appropriate audiences that establish a position and use supporting details.	19(A) write persuasive essays for appropriate audiences that establish a position and use supporting details.	19(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

# ORAL AND WRITTEN CONVENTIONS



## ELAR TEKS Vertical Alignment

Grades K–5

*The English Language Arts and Reading (ELAR) Vertical Alignment Chart is a tool that allows the Texas Essential Knowledge and Skills (TEKS) to be viewed across multiple grade levels. The TEKS for kindergarten are listed here in the same order as they are presented in the ELAR TEKS document. After kindergarten, the ELAR TEKS are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–5, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.*

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### ORAL AND WRITTEN CONVENTIONS

Students learn how to use the oral and written conventions of the English language in speaking and writing.

# Guide to the ELAR TEKS Oral and Written Conventions Strand Across Grade Levels

Tagline and Applicable Grade Level													Knowledge and Skills Statement	CCRS Standard
<b>Conventions</b>													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.	<b>E/LAS (English/Language Arts Standards):</b> <b>Writing:</b> A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.  <b>CDS (Cross-Disciplinary Standards): II. Foundational Skills.</b> B. Writing across the curriculum 1. Write clearly and coherently using standard writing conventions.
K	1	2	3	4	5	6	7	8	9	10	11	12		
<b>Handwriting/Capitalization/Punctuation</b>													Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students will continue to apply earlier standards with greater complexity.	
K	1	2	3	4	5	6	7	8	9	10	11	12		
<b>Spelling</b>													Students spell correctly.	
K	1	2	3	4	5	6	7	8	9	10	11	12		

# ELAR TEKS Oral and Written Conventions Strand

## Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:					
16(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):	20(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	21(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	22(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(i) past and future tenses when speaking;	(i) verbs (past, present, and future);	(i) verbs (past, present, and future);	(i) verbs (past, present, and future);	(i) verbs (irregular verbs);	(i) verbs (irregular verbs and active voice);
(ii) nouns (singular/plural);	(ii) nouns (singular/plural, common/proper);	(ii) nouns (singular/plural, common/proper);	(ii) nouns (singular/plural, common/proper);	(ii) nouns (singular/plural, common/proper);	(ii) collective nouns (e.g., class, public);
(iii) descriptive words;	(iii) adjectives (e.g., descriptive: green, tall);	(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);	(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);	(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);	(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., time: before, next);	(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);	(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);	(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Oral and Written Conventions/Conventions (cont.)</b>					
(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over);	(v) prepositions and prepositional phrases;	(v) prepositions and prepositional phrases;	(v) prepositions and prepositional phrases;	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
(v) pronouns (e.g., I, me);	(vi) pronouns (e.g., I, me);	(vi) pronouns (e.g., he, him);	(vi) possessive pronouns (e.g., his, hers, theirs);	(vi) reflexive pronouns (e.g., myself, ourselves);	(vi) indefinite pronouns (e.g., all, both, nothing, anything);
			(vii) coordinating conjunctions (e.g., and, or, but);	(vii) correlative conjunctions (e.g., either/or, neither/nor);	(vii) subordinating conjunctions (e.g., while, because, although, if);
	(vii) time-order transition words;	(vii) time-order transition words;	(viii) time-order transition words and transitions that indicate a conclusion;	(viii) use time-order transition words and transitions that indicate a conclusion;	(viii) transitional words (e.g., also, therefore);
16(B) speak in complete sentences to communicate;	20(B) speak in complete sentences with correct subject-verb agreement;	21(B) use complete sentences with correct subject-verb agreement;	22(B) use the complete subject and the complete predicate in a sentence;	20(B) use the complete subject and the complete predicate in a sentence;	20(B) use the complete subject and the complete predicate in a sentence;
	20(C) ask questions with appropriate subject-verb inversion.	21(C) distinguish among declarative and interrogative sentences.			
16(C) use complete simple sentences.			22(C) use complete simple and compound sentences with correct subject-verb agreement.	20(C) use complete simple and compound sentences with correct subject-verb agreement.	20(C) use complete simple and compound sentences with correct subject-verb agreement.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b>					
Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:					
17(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	21(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	22(A) write legibly leaving appropriate margins for readability;	23(A) write legibly in cursive script with spacing between words in a sentence;	21(A) write legibly by selecting cursive script or manuscript printing as appropriate;	
17(B) capitalize the first letter in a sentence;	21(B) recognize and use basic capitalization for:	22(B) use capitalization for:	23(B) use capitalization for:	21(B) use capitalization for:	21(A) use capitalization for:
	(i) the beginning of sentences;				
	(ii) the pronoun “I”;				
	(iii) names of people;	(i) proper nouns;	(iii) official titles of people;		
		(ii) months and days of the week;			
			(i) geographical names and places;		
			(ii) historical periods;	(i) historical events and documents;	
		(iii) the salutation and closing of a letter;		(ii) titles of books, stories, and essays;	
				(iii) languages, races, and nationalities;	
					(i) abbreviations;
				(ii) initials and acronyms;	
				(iii) organizations.	

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade		
<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation (cont.)</b>							
17(C) use punctuation at the end of a sentence.	21(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	22(C) recognize and use punctuation marks, including:	23(C) recognize and use punctuation marks including:	21(C) recognize and use punctuation marks including:	21(B) recognize and use punctuation marks including:		
		(i) ending punctuation in sentences;				(i) apostrophes in contractions and possessives;	
		(ii) apostrophes and contractions;					
		(iii) apostrophes and possessives.	(ii) commas in series and dates;			(i) commas in compound sentences;	(i) commas in compound sentences;
							(ii) quotation marks.
			23(D) use correct mechanics including paragraph indentations.		21(C) use proper mechanics including italics and underlining for titles and emphasis.		
<b>Oral and Written Conventions/Spelling.</b>							
Students spell correctly. Students are expected to:							
18(A) use phonological knowledge to match sounds to letters;	22(A) use phonological knowledge to match sounds to letters to construct known words;	23(A) use phonological knowledge to match sounds to letters to construct unknown words;	24(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;				

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Oral and Written Conventions/Spelling (cont.)</b>					
18(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., cut);	22(B) use letter-sound patterns to spell:	23(B) spell words with common orthographic patterns and rules:	24(B) spell words with more advanced orthographic patterns and rules:	22(A) spell words with more advanced orthographic patterns and rules:	22(A) spell words with more advanced orthographic patterns and rules:
	(i) consonant-vowel-consonant (CVC) words;	(i) complex consonants (e.g., hard and soft c and g, ck);	(v) complex consonants (e.g., scr-, -dge, -tch);		(i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);
			(i) consonant doubling when adding an ending;		
			(iv) double consonants in middle of words;	(iii) double consonants in middle of words;	
	(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., “hope”);	(iii) long vowels (e.g., VCe-hope);	(ii) dropping final “e” when endings are added (e.g., -ing, -ed);		(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal);
			(iii) changing y to i before adding an ending;		
	(iii) one-syllable words with consonant blends (e.g., “drop”);				
	(ii) r-controlled vowels;				
	(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);		(vi) abstract vowels (e.g., ou as in could, touch, through, bought);		

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Oral and Written Conventions/Spelling (cont.)</b>					
				(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es); (ii) irregular plurals (e.g., man/men, foot/feet, child/children); (iv) other ways to spell sh (e.g., -sion, -tion, -cian); (v) silent letters (e.g., knee, wring);	(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);
18(C) write one's own name.					
	22(C) spell high-frequency words from a commonly used list;	23(C) spell high-frequency words from a commonly used list;	24(C) spell high-frequency and compound words from a commonly used list;		
	22(D) spell base words with inflectional endings (e.g., adding "s" to make words plural);	23(D) spell base words with inflectional endings (e.g., -ing and -ed);		22(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);	22(B) spell words with: (i) Greek roots (e.g., tele, photo, graph, meter); (ii) Latin roots (e.g., spec, scribe, rupt, port, ject, dict); (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Oral and Written Conventions/Spelling (cont.)</b>					
			24(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);		
			24(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);	22(C) spell commonly used homophones (e.g., there, they're, their; two, too, to);	22(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);
		23(E) spell simple contractions (e.g., isn't, aren't, can't);	24(F) spell complex contractions (e.g., should've, won't);		
	22(E) use resources to find correct spellings.	23(F) use resources to find correct spellings.	24(G) use print and electronic resources to find and check correct spellings.	22(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	22(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings;
					22(E) know how to use the spell-check function in word processing while understanding its limitations.

# RESEARCH



## ELAR TEKS Vertical Alignment

### Grades K–5

*The English Language Arts and Reading (ELAR) Vertical Alignment Chart is a tool that allows the Texas Essential Knowledge and Skills (TEKS) to be viewed across multiple grade levels. The TEKS for kindergarten are listed here in the same order as they are presented in the ELAR TEKS document. After kindergarten, the ELAR TEKS are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–5, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.*

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## RESEARCH

Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information.

# Guide to the ELAR TEKS Research Strand Across Grade Levels

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<p><b>Research Plan</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students ask open-ended research questions and develop a plan for answering them.</p>	<p><b>E/LAS (English/Language Arts Standards): V. Research:</b> A. Formulate topic and questions.</p> <p><b>CDS (Cross-Disciplinary Standards): II. Foundational Skills.</b> C. Research across the curriculum 3. Refine research topic based on preliminary research and devise a timeline for completing work.</p>
<p><b>Gathering Sources</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</p>	<p><b>E/LAS: V. Research:</b> B. Select information from a variety of sources. B.1. Gather relevant sources. B.4. Use source material ethically.</p>
<p><b>Synthesizing Information</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Students clarify research questions and evaluate and synthesize collected information.</p>	<p><b>E/LAS: V. Research:</b> B.2. Evaluate the validity and reliability of sources. B.3. Synthesize and organize information effectively.</p>
<p><b>Organizing and Presenting Ideas</b></p> <p>K 1 2 3 4 5 6 7 8 9 10 11 12</p>	<p>Grades 1–4: Students organize and present their ideas and information according to the purpose of the research and their audience.</p> <p>Grades 5–8 and Courses Eng. I-IV: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or oral presentation.</p>	<p><b>E/LAS: V. Research:</b> C. Produce and design a document.</p>

# ELAR TEKS Research Strand Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:					
19(A) ask questions about topics of class-wide interest (with adult assistance);	23(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance);	24(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics;	25(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;	23(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;	23(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;
19(B) decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance).	23(B) decide what sources of information might be relevant to answer these questions (with adult assistance).	24(B) decide what sources of information might be relevant to answer these questions.	25(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	23(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	23(B) generate a research plan for gathering relevant information about the major research question.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:					
20(A) gather evidence from provided text sources (with adult assistance);	24(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance);	25(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	26(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:  (i) student-initiated surveys, on-site inspections, and interviews;  (ii) data from experts, reference texts, and online searches;  (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;	24(A) follow the research plan to collect information from multiple sources of information both oral and written, including:  (i) student-initiated surveys, on-site inspections, and interviews;  (ii) data from experts, reference texts, and online searches;  (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;	24(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;
20(B) use pictures in conjunction with writing when documenting research (with adult assistance).	24(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance);	25(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information;	26(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);	24(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);	
					24(B) differentiate between primary and secondary sources;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Research/Gathering Sources (cont.)</b>					
	24(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance).	25(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	26(C) take simple notes and sort evidence into provided categories or an organizer;	24(C) take simple notes and sort evidence into provided categories or an organizer;	24(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;
			26(D) identify the author, title, publisher, and publication year of sources;	24(D) identify the author, title, publisher, and publication year of sources;	24(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format;
			26(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:					
	25(A) revise the topic as a result of answers to initial research questions (with adult assistance).	26(A) revise the topic as a result of answers to initial research questions.	27(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	25(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	25(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
					25(B) evaluate the relevance, validity, and reliability of sources for the research.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>Research/Organizing and Presenting Ideas.</b>            (Grades 1–4) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to:            (Grades 5–8 and Courses Eng. I–IV) Students organize and present their ideas and information according to the purpose of the research and their audience.            Students are expected to synthesize the research into a written or an oral presentation that:</p>					
					26(A) compiles important information from multiple sources;
					26(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
	26(A) create a visual display or dramatization to convey the results of the research (with adult assistance).	27(A) create a visual display or dramatization to convey the results of the research (with adult assistance).	28(A) draw conclusions through a brief, written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	26(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	26(C) presents the findings in a consistent format;
					26(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources. (e.g., bibliography, works cited).

# LISTENING AND SPEAKING



## ELAR TEKS Vertical Alignment

Grades K–5

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### LISTENING AND SPEAKING

Students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups.

# Guide to the ELAR TEKS Listening and Speaking Strand Across Grade Levels

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<b>Listening</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	<b>E/LAS (English/Language Arts Standards) IV. Listening:</b> B. Listen effectively in informal and formal situations.
<b>Speaking</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.	<b>E/LAS III. Speaking:</b> B. Develop effective speaking styles for both group and one-on-one situations.*
<b>Teamwork</b> K 1 2 3 4 5 6 7 8 9 10 11 12	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	<b>E/LAS III. Speaking:</b> A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).  <b>E/LAS IV. Listening:</b> A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).  <b>CDS (Cross-Disciplinary Standards): I. Key Cognitive Skills.</b> E. Work habits

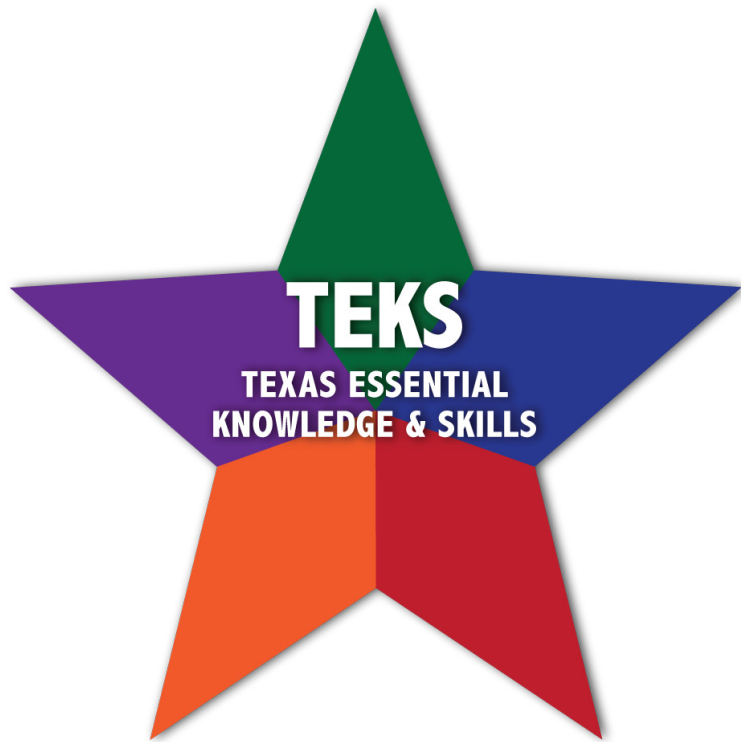
\*There is no one-on-one speaking correlation in TEKS.

# ELAR TEKS Listening and Speaking Strand

## Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Listening and Speaking/Listening.</b> Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:					
21(A) listen attentively by facing speakers and asking questions to clarify information;	27(A) listen attentively to speakers and ask relevant questions to clarify information;	28(A) listen attentively to speakers and ask relevant questions to clarify information;	29(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;	27(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;	27(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;
21(B) follow oral directions that involve a short related sequence of actions.	27(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	28(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	29(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	27(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	27(B) follow, restate, and give oral instructions that include multiple action steps;
					27(C) determine both main and supporting ideas in the speaker's message.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>Listening and Speaking/Speaking.</b>            Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>					
22(A) share information and ideas by speaking audibly and clearly using the conventions of language.	28(A) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	29(A) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	30(A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	28(A) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	28(A) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
<p><b>Listening and Speaking/Teamwork.</b>            Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>					
23(A) follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	29(A) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	30(A) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	31(A) 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.	29(A) 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.	29(A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.



## ELAR TEKS Figure 19

Figure: 19 TAC §110.10(b) – Elementary

Figure: 19 TAC §110.17(b) – Middle School

Figure: 19 TAC §110.30(b) – High School

Figure: 19 TAC §128.30(b) – ESOL I–II

Comprehension Skills in  
Figure 19 for Grades K–5

Comprehension Skills in  
Figure 19 for Grades 6–8

Comprehension Skills in Figure  
19 for Courses Eng. I–IV

Comprehension Skills in  
Figure 19 for ESOL I–II

Figure: 19 TAC §110.10(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading  
Subchapter A. Elementary  
Reading/Comprehension Skills §110.11 - §110.16

<b>Kindergarten</b> <i>(§110.11 English Language Arts and Reading)</i>	<b>First Grade</b> <i>(§110.12 English Language Arts and Reading)</i>	<b>Second Grade</b> <i>(§110.13 English Language Arts and Reading)</i>	<b>Third Grade</b> <i>(§110.14 English Language Arts and Reading)</i>	<b>Fourth Grade</b> <i>(§110.15 English Language Arts and Reading)</i>	<b>Fifth Grade</b> <i>(§110.16 English Language Arts and Reading)</i>
<p>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:</p> <p>(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);</p> <p>(B) ask and respond to questions about text;</p>	<p>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:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>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:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>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:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>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:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>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:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Figure: 19 TAC §110.10(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading  
 Subchapter A. Elementary  
 Reading/Comprehension Skills §110.11 - §110.16

<b>Kindergarten</b> <i>(§110.11 English Language Arts and Reading)</i>	<b>First Grade</b> <i>(§110.12 English Language Arts and Reading)</i>	<b>Second Grade</b> <i>(§110.13 English Language Arts and Reading)</i>	<b>Third Grade</b> <i>(§110.14 English Language Arts and Reading)</i>	<b>Fourth Grade</b> <i>(§110.15 English Language Arts and Reading)</i>	<b>Fifth Grade</b> <i>(§110.16 English Language Arts and Reading)</i>
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>

Figure: 19 TAC §110.17(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading  
 Subchapter B. Middle School  
 Reading/Comprehension Skills §110.18 - §110.20

<b>Sixth Grade</b> (§110.18 English Language Arts and Reading)	<b>Seventh Grade</b> (§110.19 English Language Arts and Reading)	<b>Eighth Grade</b> (§110.20 English Language Arts and Reading)
<p>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:</p> <ul style="list-style-type: none"> <li>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</li> <li>(B) ask literal, interpretive, evaluative, and universal questions of text;</li> <li>(C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);</li> <li>(D) make inferences about text and use textual evidence to support understanding;</li> <li>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</li> <li>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</li> <li>(B) ask literal, interpretive, evaluative, and universal questions of text;</li> <li>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</li> <li>(D) make complex inferences about text and use textual evidence to support understanding;</li> <li>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</li> <li>(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</li> <li>(B) ask literal, interpretive, evaluative, and universal questions of text;</li> <li>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</li> <li>(D) make complex inferences about text and use textual evidence to support understanding;</li> <li>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</li> <li>(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.</li> </ul>

Figure: 19 TAC §110.30(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading  
 Subchapter C. High School  
 Reading/Comprehension Skills §110.31 - §110.34

<p style="text-align: center;"><b>English I</b>                      (§110.31 <i>English Language Arts and Reading</i>)</p>	<p style="text-align: center;"><b>English II</b>                      (§110.32 <i>English Language Arts and Reading</i>)</p>	<p style="text-align: center;"><b>English III</b>                      (§110.33 <i>English Language Arts and Reading</i>)</p>	<p style="text-align: center;"><b>English IV</b>                      (§110.34 <i>English Language Arts and Reading</i>)</p>
<p>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:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>	<p>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:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>	<p>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:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>	<p>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:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>

Figure: 19 TAC §128.30(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language  
 Subchapter C. High School  
 Reading/Comprehension Skills §128.31 - §128.32

<b>English I for Speakers of Other Languages</b> <i>(§128.31. English I for Speakers of Other Languages)</i>	<b>English II for Speakers of Other Languages</b> <i>(§128.32. English II for Speakers of Other Languages)</i>
<p>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:</p> <ul style="list-style-type: none"> <li>(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</li> <li>(B) make complex inferences about text and use textual evidence to support understanding.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</li> <li>(B) make complex inferences about text and use textual evidence to support understanding.</li> </ul>