



Vertical Alignment

English Language Arts and Reading

Grade 1

Listening and Speaking

Kindergarten	Grade 1	Grade 2
Introduction		
<p>§110.10. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.10 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.</p>	<p>§110.10. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.10 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.</p>	<p>§110.10. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.10 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.13. English Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010.</p>
<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.</p>	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be</p>	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In second grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be</p>

Kindergarten	Grade 1	Grade 2
	read to) on a daily basis.	read to) on a daily basis.
For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
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.	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.	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.
During initial stages of English development, ELLs are	During initial stages of English development, ELLs are	During initial stages of English development, ELLs are

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

Kindergarten	Grade 1	Grade 2
<p>K.21 <i>Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>	<p>1.27 <i>Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>	<p>2.28 <i>Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>
<p>TxCCRS <i>B.Listen effectively in informal and formal situations.</i></p>	<p>TxCCRS <i>B.Listen effectively in informal and formal situations.</i></p>	<p>TxCCRS <i>B.Listen effectively in informal and formal situations.</i></p>
<p>K.21A Listen attentively by facing speakers and asking questions to clarify information.</p> <p>Listen</p> <p>ATTENTIVELY BY FACING SPEAKERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> In formal and informal settings <p>Ask</p> <p>RELEVANT QUESTIONS TO CLARIFY INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Ask literal questions (e.g., who, what, where, when, why, how) <p>Note: Refer to K.4B for related beginning reading strategies.</p>	<p>1.27A Listen attentively to speakers and ask relevant questions to clarify information.</p> <p>Listen</p> <p>ATTENTIVELY TO SPEAKERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> In formal and informal settings <p>Ask</p> <p>RELEVANT QUESTIONS TO CLARIFY INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Ask literal questions (e.g., who, what, where, when, why, how) <p>Note: Refer to 1.4B for related beginning reading strategies.</p>	<p>2.28A Listen attentively to speakers and ask relevant questions to clarify information.</p> <p>Listen</p> <p>ATTENTIVELY TO SPEAKERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> In formal and informal settings <p>Ask</p> <p>RELEVANT QUESTIONS TO CLARIFY INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Ask literal questions (e.g., who, what, where, when, why, how) <p>Note: Refer to 2.3B for related beginning reading strategies.</p>

Kindergarten	Grade 1	Grade 2
<p>K.21B Follow oral directions that involve a short related sequence of actions.</p> <p>Follow</p> <p>ORAL DIRECTIONS THAT INVOLVE A SHORT RELATED SEQUENCE OF ACTIONS</p> <p>Possible examples of multi-step directions include:</p> <ul style="list-style-type: none"> Classroom procedures, directions, game rules, science experiment, craft project <p>Note: Refer to K.11A for related procedural text skills.</p>	<p>1.27B Follow, restate, and give oral instructions that involve a short related sequence of actions.</p> <p>Follow, Restate, Give</p> <p>ORAL INSTRUCTIONS THAT INVOLVE A SHORT RELATED SEQUENCE OF ACTIONS</p> <p>Possible examples of multi-step directions include:</p> <ul style="list-style-type: none"> Classroom procedures, directions, game rules, science experiment, craft project <p>Note: Refer to 1.15A for related procedural text skills.</p>	<p>2.28B Follow, restate, and give oral instructions that involve a short related sequence of actions.</p> <p>Follow, Restate, Give</p> <p>ORAL INSTRUCTIONS THAT INVOLVE A SHORT RELATED SEQUENCE OF ACTIONS</p> <p>Possible examples of multi-step directions include:</p> <ul style="list-style-type: none"> Classroom procedures, directions, game rules, science experiment, craft project <p>Note: Refer to 2.15A for related procedural text skills.</p>



Listening and Speaking/Speaking.

<p>K.22 <i>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>	<p>1.28 <i>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>	<p>2.29 <i>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>
<p>TxCCRS <i>B.Develop effective speaking styles for both group and one-on-one situations.</i></p>	<p>TxCCRS <i>B.Develop effective speaking styles for both group and one-on-one situations.</i></p>	<p>TxCCRS <i>B.Develop effective speaking styles for both group and one-on-one situations.</i></p>
<p>K.22A Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>Share</p>	<p>1.28A Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	<p>2.29A Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>

Kindergarten	Grade 1	Grade 2
<p>INFORMATION AND IDEAS BY</p> <p>Speaking</p> <p>AUDIBLY AND CLEARLY</p> <p>Using</p> <p>THE CONVENTIONS OF LANGUAGE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Speak appropriately for purpose, audience, and occasion <p>Note: Refer to K.16Ai-vBC for grade-appropriate conventions of language.</p>	<p>Share</p> <p>INFORMATION AND IDEAS ABOUT THE TOPIC UNDER DISCUSSION</p> <p>Speaking</p> <p>CLEARLY AT AN APPROPRIATE PACE</p> <p>Using</p> <p>THE CONVENTIONS OF LANGUAGE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Speak appropriately for purpose, audience, and occasion <p>Note: Refer to 1.20Ai-viiBC for grade-appropriate conventions of language.</p>	<p>Share</p> <p>INFORMATION AND IDEAS THAT FOCUS ON THE TOPIC UNDER DISCUSSION</p> <p>Speaking</p> <p>CLEARLY AT AN APPROPRIATE PACE</p> <p>Using</p> <p>THE CONVENTIONS OF LANGUAGE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Speak appropriately for purpose, audience, and occasion <p>Note: Refer to 2.21Ai-viiBC for grade-appropriate conventions of language.</p>

Listening and Speaking/Teamwork.

<p>K.23</p> <p><i>Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>	<p>1.29</p> <p><i>Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>	<p>2.30</p> <p><i>Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>
<p>TxCCRS</p> <p><i>A.Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).</i></p>	<p>TxCCRS</p> <p><i>A.Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).</i></p>	<p>TxCCRS</p> <p><i>A.Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).</i></p>
<p>TxCCRS</p>	<p>TxCCRS</p>	<p>TxCCRS</p>

Kindergarten	Grade 1	Grade 2
<i>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).</i>	<i>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).</i>	<i>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).</i>
TxCCRS <i>E. Work habits</i>	TxCCRS <i>E. Work habits</i>	TxCCRS <i>E. Work habits</i>
<p>K.23A Follow agreed-upon rules for discussion, including taking turns and speaking one at a time.</p> <p>Follow</p> <p>AGREED-UPON RULES FOR DISCUSSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Taking turns • Speaking one at a time 	<p>1.29A Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>Follow</p> <p>AGREED-UPON RULES FOR DISCUSSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Listening to others • Speaking when recognized • Making appropriate contributions 	<p>2.30A Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>Follow</p> <p>AGREED-UPON RULES FOR DISCUSSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Listening to others • Speaking when recognized • Making appropriate contributions

Bold black text in italics: Knowledge and Skills Statement (TEKS) and Texas College and Career Readiness Standard (TxCCRS)

Bold black text: Student Expectation (TEKS)

Bold red text in italics: Student Expectation identified by TEA as a Readiness Standard for STAAR

Bold green text in italics: Student Expectation identified by TEA as a Supporting Standard for STAAR

Blue text: Supporting information / Clarifications from TCMPC (Specificity)

Blue text: Standards for Ensuring Success from Kindergarten to College and Career Spring 2012 Update, 2012 Texas Education Agency/University of Texas System

Black text: Texas Education Agency (TEA)