



Vertical Alignment

English Language Arts and Reading

Grade 1
Writing

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>Writing/Writing Process.</p>		

Kindergarten	Grade 1	Grade 2
<p>K.13 <i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i></p>	<p>1.17 <i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i></p>	<p>2.17 <i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i></p>
<p>TxCCRS <i>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.</i></p>	<p>TxCCRS <i>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.</i></p>	<p>TxCCRS <i>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.</i></p>
<p>TxCCRS <i>B.Writing across the curriculum</i></p>	<p>TxCCRS <i>B.Writing across the curriculum</i></p>	<p>TxCCRS <i>B.Writing across the curriculum</i></p>
<p>K.13A Plan a first draft by generating ideas for writing through class discussion (with adult assistance).</p> <p>Plan (with adult assistance)</p> <p>A FIRST DRAFT BY GENERATING IDEAS FOR WRITING THROUGH CLASS DISCUSSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Generate ideas or topics by talking with others • Select a focused idea or topic <p>Examples of purposes for writing:</p> <ul style="list-style-type: none"> • To entertain • To explain • To describe • To inform 	<p>1.17A Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).</p> <p>Plan</p> <p>A FIRST DRAFT BY GENERATING IDEAS FOR WRITING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Generate ideas or topics through a range of strategies (e.g., drawing, sharing ideas, listing key ideas, etc.) • Select a focused idea or topic • Generate and categorize ideas and details about the selected topic (e.g., webbing, graphic organizer, listing, etc.) <p>Examples of purposes for writing:</p>	<p>2.17A Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).</p> <p>Plan</p> <p>A FIRST DRAFT BY GENERATING IDEAS FOR WRITING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Generate ideas or topics through a range of strategies (e.g., drawing, sharing ideas, listing key ideas, etc.) • Select a focused idea or topic • Generate and categorize ideas and details about the selected topic (e.g., webbing, graphic organizer, listing, etc.) <p>Examples of purposes for writing:</p>

Kindergarten	Grade 1	Grade 2
<p>Purpose – the intended goal of a piece of writing; the reason a person writes</p> <p>Note: This is the first step in the writing process, often referred to as prewriting or planning.</p>	<ul style="list-style-type: none"> • To entertain • To explain • To describe • To inform • To respond <p>Purpose – the intended goal of a piece of writing; the reason a person writes</p> <p>Note: This is the first step in the writing process, often referred to as prewriting or planning.</p>	<ul style="list-style-type: none"> • To entertain • To explain • To describe • To inform • To persuade • To respond <p>Purpose – the intended goal of a piece of writing; the reason a person writes</p> <p>Note: This is the first step in the writing process, often referred to as prewriting or planning.</p>
<p>K.13B Develop drafts by sequencing the action or details in the story (with adult assistance).</p> <p>Develop (with adult assistance)</p> <p>DRAFTS BY SEQUENCING THE ACTIONS OR DETAILS IN THE STORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Dictate, draw, and/or write ideas in chronological sequence (e.g., beginning, middle, end) <p>Note: This is the second step in the writing process, often referred to as drafting. The focus is on developing ideas and the message, not on mechanics.</p>	<p>1.17B Develop drafts by sequencing ideas through writing sentences.</p> <p>Develop</p> <p>DRAFTS BY SEQUENCING IDEAS THROUGH WRITING SENTENCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Categorize ideas using a graphic organizer • Sequence ideas (e.g., chronological or logical sequence) • Write sentences in sequence to develop the draft <p>Note: This is the second step in the writing process, often referred to as drafting. The focus is on developing ideas and the message, not on mechanics.</p>	<p>2.17B Develop drafts by sequencing ideas through writing sentences.</p> <p>Develop</p> <p>DRAFTS BY SEQUENCING IDEAS THROUGH WRITING SENTENCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Categorize ideas using a graphic organizer • Sequence ideas (e.g., chronological or logical sequence) • Write sentences in sequence to develop the draft <p>Note: This is the second step in the writing process, often referred to as drafting. The focus is on developing ideas and the message, not on mechanics.</p> <p>STAAR Note:</p>

Kindergarten	Grade 1	Grade 2
		Leads to <i>Readiness Standard 4.15B</i>
<p>K.13C Revise drafts by adding details or sentences (with adult assistance).</p> <p>Revise (with adult assistance)</p> <p>DRAFTS BY ADDING DETAILS OR SENTENCES</p> <p>Revise – changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Dictate, draw, and/or write to add details (e.g., descriptive words, sensory details, time-order transition words, etc.) <p>Descriptive words – typically adjectives that describe a noun</p> <p>Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched</p> <p>Transitional words and phrases – words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas.</p> <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> First, next, then, lastly <p>Note: While this is considered the third step in the writing</p>	<p>1.17C Revise drafts by adding or deleting a word, phrase, or sentence.</p> <p>Revise</p> <p>DRAFTS BY ADDING OR DELETING A WORD, PHRASE, OR SENTENCE</p> <p>Revise – changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Include sensory details and descriptive words to enhance the message Use time-order transition words to improve coherence and organization Delete unnecessary words, phrases, or sentences that distract from the message <p>Descriptive words – typically adjectives that describe a noun</p> <p>Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched</p> <p>Transitional words and phrases – words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas.</p> <p>Possible examples of time-order transition words:</p>	<p>2.17C Revise drafts by adding or deleting words, phrases, or sentences.</p> <p>Revise</p> <p>DRAFTS BY ADDING OR DELETING A WORD, PHRASE, OR SENTENCE</p> <p>Revise – changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Include sensory details and descriptive words to enhance the message Use time-order transition words to improve coherence and organization Delete unnecessary words, phrases, or sentences that distract from the message <p>Descriptive words – typically adjectives that describe a noun</p> <p>Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched</p> <p>Transitional words and phrases – words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas.</p> <p>Possible examples of time-order transition words:</p>

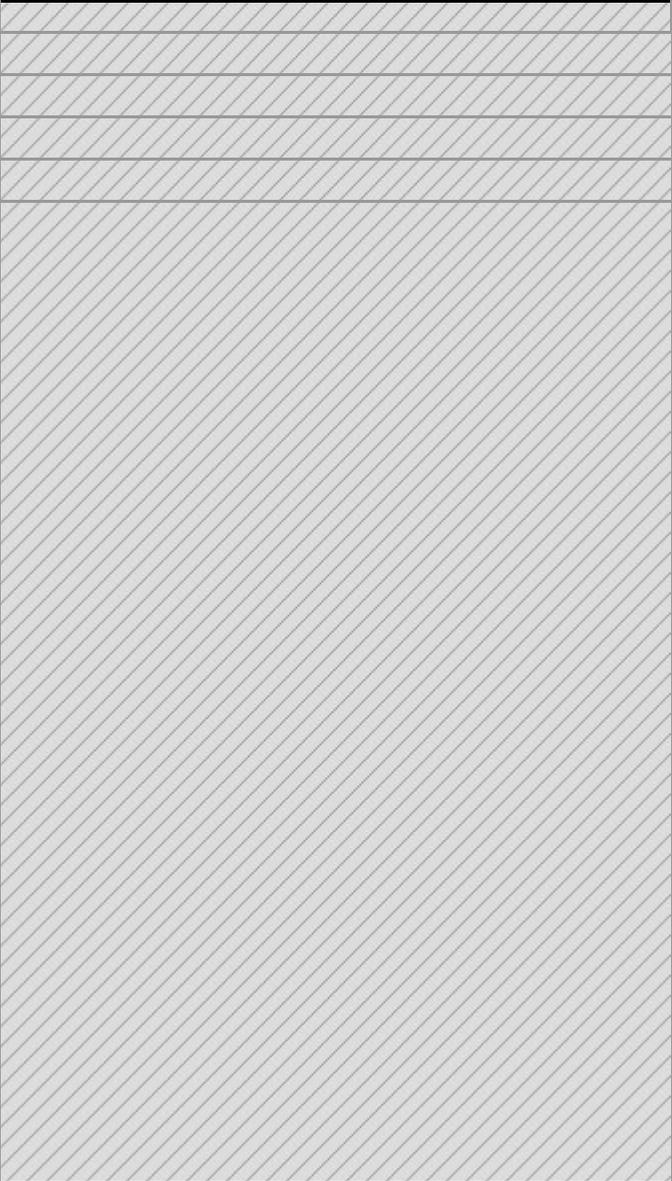
Kindergarten	Grade 1	Grade 2
<p>process, revision may be ongoing throughout the writing process.</p>	<ul style="list-style-type: none"> • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly <p>Note: While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.</p>	<ul style="list-style-type: none"> • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly <p>Note: While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.</p> <p>STAAR Note: Leads to <i>Readiness Standard 4.15C</i></p>
<p>K.13D Edit drafts by leaving spaces between letters and words (with adult assistance).</p> <p>Edit (with adult assistance)</p> <p>DRAFTS BY LEAVING SPACES BETWEEN LETTERS AND WORDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Capitalization (refer to K.17B) • Punctuation (refer to K.17C) • Spelling (refer to K.18A) <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, and spelling.</p>	<p>1.17D Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.</p> <p>Edit</p> <p>DRAFTS FOR GRAMMAR, PUNCTUATION, AND SPELLING USING A TEACHER-DEVELOPED RUBRIC</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Conventions/Grammar (refer to 1.20Ai-vii) • Capitalization (refer to 1.21Bi-iii) • Punctuation (refer to 1.21C) • Spelling (refer to 1.22ABi-iiiCD) • Use resources to find correct spellings (refer to 1.22E) <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, and spelling.</p>	<p>2.17D Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.</p> <p>Edit</p> <p>DRAFTS FOR GRAMMAR, PUNCTUATION, AND SPELLING USING A TEACHER-DEVELOPED RUBRIC</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Conventions/Grammar (refer to 2.21Ai-viiB) • Capitalization (refer to 2.22Bi-iii) • Punctuation (refer to 2.22Ci-iii) • Spelling (refer to 2.23ABi-ivCDE) • Use resources to find correct spellings (refer to 2.23F) <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, and spelling.</p>

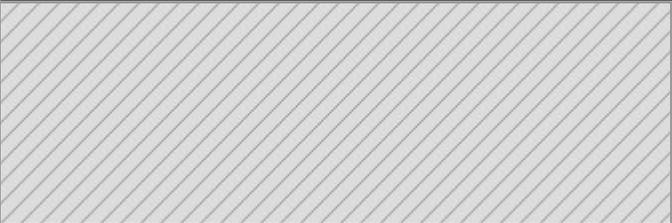
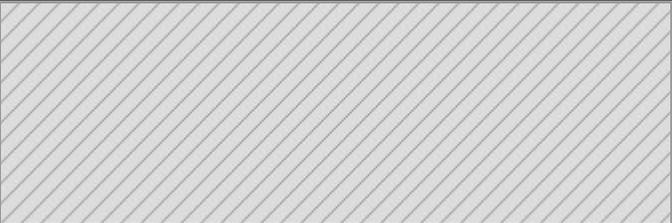
Kindergarten	Grade 1	Grade 2
<p>K.13E Share writing with others (with adult assistance).</p> <p>Share (with adult assistance)</p> <p>WRITING WITH OTHERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Share writing with classmates and others in the school Refer to Speaking K.22A (as applicable) <p>Note: This is the last step in the writing process. Publishing can be done in many forms including producing a final written product or by orally sharing with others.</p>	<p>1.17E Publish and share writing with others.</p> <p>Publish, Share</p> <p>WRITING WITH OTHERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Use legible handwriting with appropriate spacing and/or use available technology to publish written work Share published work with an appropriate audience Refer to Speaking 1.28A (as applicable) <p>Note: This is the last step in the writing process. Publishing can be done in many forms including producing a final written product or by orally sharing with others.</p>	<p>STAAR Note: Leads to <i>Readiness Standard 4.15D</i></p> <p>2.17E Publish and share writing with others.</p> <p>Publish, Share</p> <p>WRITING WITH OTHERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Use legible handwriting with appropriate spacing and/or use available technology to publish written work Share published work with an appropriate audience Refer to Speaking 2.29A (as applicable) <p>Note: This is the last step in the writing process. Publishing can be done in many forms including producing a final written product or by orally sharing with others.</p>
Writing/Literary Texts.		
<p>K.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>	<p>1.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>	<p>2.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>
<p>TxCCRS A.Compose a variety of texts that demonstrate clear focus, the logical development of ideas in</p>	<p>TxCCRS A.Compose a variety of texts that demonstrate clear focus, the logical development of ideas in</p>	<p>TxCCRS A.Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-</p>

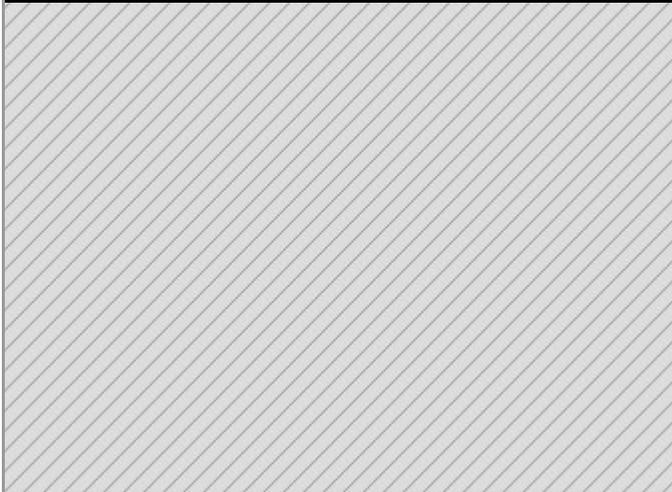
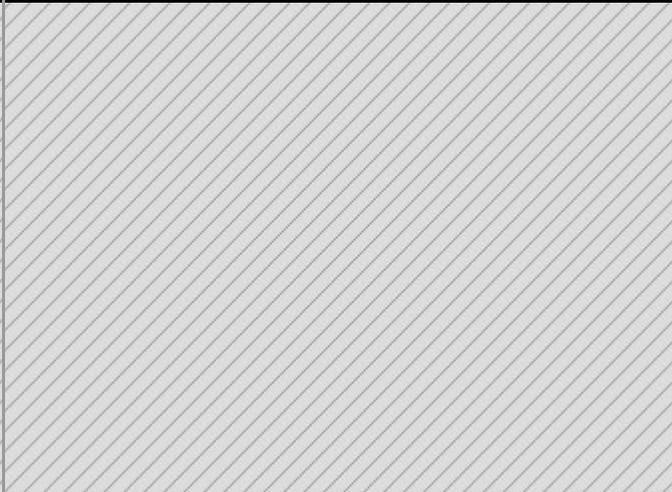
Kindergarten	Grade 1	Grade 2
<i>well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i>	<i>well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i>	<i>organized paragraphs, and the use of appropriate language that advances the author's purpose.</i>
TxCCRS B. Writing across the curriculum	TxCCRS B. Writing across the curriculum	TxCCRS B. Writing across the curriculum
<p>K.14A Dictate or write sentences to tell a story and put the sentences in chronological sequence.</p> <p>Dictate or Write</p> <p>SENTENCES TO TELL A STORY AND PUT THE SENTENCES IN CHRONOLOGICAL SEQUENCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Personal experiences • Imaginative stories • Use time-order transition words <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> • First, next, then, lastly 	<p>1.18A Write brief stories that include a beginning, middle, and end.</p> <p>Write</p> <p>BRIEF STORIES THAT INCLUDE A BEGINNING, MIDDLE, AND END</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Write about personal experiences • Write imaginative stories • Use time-order transition words <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly <p>Note: Refer to 1.20Avii for skills related to time-order transition words.</p>	<p>2.18A Write brief stories that include a beginning, middle, and end.</p> <p>Write</p> <p>BRIEF STORIES THAT INCLUDE A BEGINNING, MIDDLE, AND END</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Write about personal experiences • Write imaginative stories • Use time-order transition words <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly <p>Personal narrative – an expressive literary piece written in first person that centers on a particular event in the author's life and may contain vivid description as well as personal commentary and observations</p> <p>Note: Refer to 2.21Avii for skills related to time-order transition words.</p>

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		STAAR Note: Leads to <i>Readiness Standard 4.17A</i> (Write about important personal experiences.)
<p>K.14B Write short poems.</p> <p>Write</p> <p>SHORT POEMS</p> <p>Possible poetry forms include:</p> <ul style="list-style-type: none"> • 5-senses, shape, acrostic, alphabet, couplet <p>Note: Refer to K.7A for related poetry reading skills.</p>	<p>1.18B Write short poems that convey sensory details.</p> <p>Write</p> <p>SHORT POEMS THAT CONVEY SENSORY DETAIL</p> <p>Possible poetry forms include:</p> <ul style="list-style-type: none"> • 5-senses, shape, acrostic, alphabet, couplet <p>Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched</p> <p>Note: Refer to 1.11A for related sensory language skills and 1.8A for related poetry reading skills.</p>	<p>2.18B Write short poems that convey sensory details.</p> <p>Write</p> <p>SHORT POEMS THAT CONVEY SENSORY DETAIL</p> <p>Possible poetry forms include:</p> <ul style="list-style-type: none"> • 5-senses, shape, acrostic, alphabet, haiku, limerick, couplet <p>Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched</p> <p>Note: Refer to 2.11A for related sensory language skills and 2.7A for related poetry reading skills.</p>
Writing.		
Writing/Expository and Procedural Texts.		
<p>K.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related</p>	<p>1.19 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related</p>	<p>2.19 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related</p>

Kindergarten	Grade 1	Grade 2
<i>texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</i>	<i>texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</i>	<i>texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</i>
<p>TxCCRS <i>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.</i></p>	<p>TxCCRS <i>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.</i></p>	<p>TxCCRS <i>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.</i></p>
<p>TxCCRS <i>B.Writing across the curriculum</i></p>	<p>TxCCRS <i>B.Writing across the curriculum</i></p>	<p>TxCCRS <i>B.Writing across the curriculum</i></p>
<p>K.15A Dictate or write information for lists, captions, or invitations.</p> <p>Dictate or Write</p> <p>INFORMATION FOR LISTS, CAPTIONS, OR INVITATIONS</p>	<p>1.19A Write brief compositions about topics of interest to the student.</p> <p>Write</p> <p>BRIEF COMPOSITIONS ABOUT TOPICS OF INTEREST TO THE STUDENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • To explain • To inform 	<p>2.19A Write brief compositions about topics of interest to the student.</p> <p>Write</p> <p>BRIEF COMPOSITIONS ABOUT TOPICS OF INTEREST TO THE STUDENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • To explain • To inform <p>STAAR Note: Leads to <i>Readiness Standard 4.18A</i></p>

Kindergarten	Grade 1	Grade 2
	<p>1.19B Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).</p> <p>Write</p> <p>SHORT LETTERS THAT PUT IDEAS IN CHONOLOGICAL OR LOGICAL SEQUENCE</p> <p>Use</p> <p>APPROPRIATE CONVENTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Date (e.g., January 12, 2010) • Salutation – greeting in a letter (e.g., Dear Friend,) • Closing (e.g., Sincerely,) • Use time-order transition words <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly <p>Note: Refer to 1.20Avii for skills related to time-order transition words.</p>	<p>2.19B Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).</p> <p>Write</p> <p>SHORT LETTERS THAT PUT IDEAS IN CHONOLOGICAL OR LOGICAL SEQUENCE</p> <p>Use</p> <p>APPROPRIATE CONVENTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Date (e.g., January 12, 2010) • Salutation – greeting in a letter (e.g., Dear Friend,) • Closing (e.g., Sincerely,) • Use time-order transition words <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly <p>Note: Refer to 2.21Avii for skills related to time-order transition words and 2.22Biii for related conventions.</p>
		<p>1.19C Write brief comments on literary or informational texts.</p>

Kindergarten	Grade 1	Grade 2	
	<p>Write</p> <p>BRIEF COMMENTS ON LITERARY OR INFORMATIONAL TEXTS</p> <p>Possible examples:</p> <ul style="list-style-type: none"> Ideas, reflections, responses to text, connections 	<p>Write</p> <p>BRIEF COMMENTS ON LITERARY OR INFORMATIONAL TEXTS</p> <p>Possible examples:</p> <ul style="list-style-type: none"> Ideas, reflections, responses to text, connections 	
			
		<p>2.20 <i>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:</i></p>	
			

Kindergarten	Grade 1	Grade 2		
		<ul style="list-style-type: none"> • Determine an issue of personal importance • Determine an appropriate audience • Write persuasive statements about the selected issue <p>Persuasive text – text written with the intent to persuade or convince the reader of something</p> <p>Note: In grade 3, students write persuasive essays. In grade 2, students write persuasive statements, which may range from a single remark to a brief paragraph.</p>		
				
				
				
				

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

Black text: Student Expectation (TEKS)

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

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)