



## **Vertical Alignment**

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### **English Language Arts and Reading**

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**Grade 3  
Oral and Written Conventions**

Grade 2	Grade 3	Grade 4
<b>Introduction</b>		
<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>§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>§110.14. English Language Arts and Reading, Grade 3, 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>§110.15. English Language Arts and Reading, Grade 4, 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 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>	<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 standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</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 standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fourth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>

<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
read to) on a daily basis.	skills. Students should read and write on a daily basis.	skills. Students should read and write 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

<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
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.	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.	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.
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.	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 3 as described in subsection (b) of this section.	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 4 as described in subsection (b) of this section.
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.	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.	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.

### **Oral and Written Conventions/Conventions.**

Grade 2	Grade 3	Grade 4
<p><b>2.21</b>  <b>Oral and Written Conventions/Conventions.</b>  <i>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. Students are expected to:</i></p>	<p><b>3.22</b>  <b>Oral and Written Conventions/Conventions.</b>  <i>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. Students are expected to:</i></p>	<p><b>4.20</b>  <b>Oral and Written Conventions/Conventions.</b>  <i>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. Students are expected to:</i></p>
<p><b>TxCCRS</b>  <b>B.Writing across the curriculum</b></p>	<p><b>TxCCRS</b>  <b>B.Writing across the curriculum</b></p>	<p><b>TxCCRS</b>  <b>B.Writing across the curriculum</b></p>
<p><b>A5</b>  <i>Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</i></p>	<p><b>A5</b>  <i>Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</i></p>	<p><b>A5</b>  <i>Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</i></p>
<p><b>B1</b>  <i>Write clearly and coherently using standard writing conventions.</i></p>	<p><b>B1</b>  <i>Write clearly and coherently using standard writing conventions.</i></p>	<p><b>B1</b>  <i>Write clearly and coherently using standard writing conventions.</i></p>
<p><b>2.21A</b>  Understand and use the following parts of speech in the context of reading, writing, and speaking:   Understand, Use   THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING AND SPEAKING:</p>	<p><b>3.22A</b>  Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:   Understand   THE FUNCTION OF THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING, AND SPEAKING:   STAAR Note:  Leads to Readiness Standard 4.20A</p>	<p><b>4.20A</b>  Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:   <b>Readiness Standard</b>   Understand   THE FUNCTION OF THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING, AND SPEAKING:   STAAR Note:   Questions related to parts of speech may include the following:</p>

Grade 2	Grade 3	Grade 4
		<ul style="list-style-type: none"> <li>• Subject/verb agreement</li> <li>• Consistent verb tense</li> <li>• Irregular verbs (past tense)</li> <li>• Adverb usage (e.g., <i>good</i> vs. <i>well</i>)</li> </ul>
<p><b>(i) verbs (past, present, and future)</b></p> <p>Verb – a word that describes action or state of being (e.g., jump)</p> <p>Past tense verb – states an action that already happened (e.g., jumped)</p> <p>Present tense verb – states an action that is happening now (e.g., is jumping)</p> <p>Future tense verb – states an action that will happen (e.g., will jump)</p>	<p><b>(i) verbs (past, present, and future)</b></p> <p>Verb – a word that describes action or state of being (e.g., jump)</p> <p>Past tense verb – states an action that already happened (e.g., jumped)</p> <p>Future tense verb – states an action that will happen (e.g., will jump)</p> <p>Present tense verb – states an action that is happening now (e.g., is jumping)</p> <p>Other possible verb forms:</p> <ul style="list-style-type: none"> <li>• Helping/Auxiliary verbs: verbs that come before the main verb; they help state an action or show time (e.g., am, do, have, etc.)</li> <li>• Linking verbs: verbs that link the subject to the noun or adjective in the predicate of the sentence; a linking verb says that something is, was, or will be and does not show action (e.g., She is the mayor of our town.)</li> </ul> <p>STAAR Note: Leads to <i>Supporting Standard 4.20Ai</i></p>	<p><b>(i) verbs (irregular verbs)</b></p> <p><b><i>Supporting Standard</i></b></p> <p>Irregular verb – a verb that does not follow the normal rules of conjugation (e.g., <i>go, went, gone</i> as forms of <i>to go</i>)</p> <p>Possible examples of irregular verbs:</p> <ul style="list-style-type: none"> <li>• Eat, ate, eaten</li> <li>• Fly, flew, flown</li> <li>• Ring, rang, rung</li> <li>• Write, wrote, written</li> </ul>
<b>(ii) nouns (singular/plural, common/proper)</b>	<b>(ii) nouns (singular/plural, common/proper)</b>	<b>(ii) nouns (singular/plural, common/proper)</b>

Grade 2	Grade 3	Grade 4
<p>Noun – names a person, place or thing</p> <p>Singular noun – names a single person, place or thing (e.g., boy, house, cat)</p> <p>Plural noun – names more than one person, place or thing (e.g., add –s or –es)</p> <p>Common noun – a general name of a person, place, thing, or an idea (e.g., boy, city)</p> <p>Proper noun – names a specific person, place, thing or idea and always begins with a capital letter (e.g., John, Chicago)</p>	<p>Noun – names a person, place, thing or idea</p> <p>Singular noun – names a single (one) person, place, or thing (e.g., boy, house, cat)</p> <p>Plural noun – names more than one person, place, or thing (e.g., boys, houses, cats)</p> <p>Common noun – a general name of a person, place, thing, or an idea (e.g., boy, city)</p> <p>Proper noun – names a specific person, place, thing, or idea; is always capitalized (e.g., John, Chicago)</p> <p>Other possible types of nouns:</p> <ul style="list-style-type: none"> <li>Concrete noun – names something you can see, touch, taste, hear, or smell (e.g., dog, table, book)</li> <li>Abstract noun – names an idea, a feeling, emotion, or quality (e.g., happiness, freedom, etc.)</li> </ul> <p>STAAR Note: Leads to <i>Supporting Standard 4.20Aii</i></p>	<p><b>Supporting Standard</b></p> <p>Noun – names a person, place, thing or idea</p> <p>Singular noun – names a single (one) person, place, or thing (e.g., boy, house, cat)</p> <p>Plural noun – names more than one person, place, or thing (e.g., boys, houses, cats)</p> <p>Common noun – a general name of a person, place, thing, or an idea (e.g., boy, city)</p> <p>Proper noun – names a specific person, place, thing, or idea; is always capitalized (e.g., John, Chicago)</p> <p>Other possible types of nouns:</p> <ul style="list-style-type: none"> <li>Concrete noun – names something you can see, touch, taste, hear, or smell (e.g., dog, table, book)</li> <li>Abstract noun – names an idea, a feeling, emotion, or quality (e.g., happiness, freedom, etc.)</li> </ul>
<p><b>(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)</b></p> <p>Adjective – a word that describes a noun or a pronoun</p> <p>Descriptive adjective – tells what kind, which one or how many (e.g., old, wonderful)</p>	<p><b>(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)</b></p> <p>Adjective – a word that describes a noun or a pronoun</p> <p>Descriptive adjective – tells what kind, which one,</p>	<p><b>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)</b></p> <p><b>Supporting Standard</b></p> <p>Including but not limited to:</p>

Grade 2	Grade 3	Grade 4
<p>Article – signals that a noun is going to follow (e.g., a, an, the)</p>	<p>or how many (e.g., wooden, rectangular)</p> <p>Possible examples of descriptive adjectives include:</p> <ul style="list-style-type: none"> <li>• wooden, rectangular, warm, soft, beautiful, tall, round, sour, loud, etc.</li> </ul> <p>Limiting adjective – specifies a noun or denotes number (e.g., I want <u>that</u> apple. I have <u>six</u> apples.)</p> <p>Article – signals that a noun is going to follow (e.g., a, an, the)</p> <p>STAAR Note: Leads to <i>Supporting Standard 4.20Aiii</i></p>	<ul style="list-style-type: none"> <li>• Comparative adjectives using -er and -ier</li> <li>• Superlative adjectives using -est</li> </ul> <p>Adjective – a word that describes a noun or a pronoun</p> <p>Purpose adjective – describes a noun's purpose (e.g., <u>sleeping</u> bag, <u>frying</u> pan)</p> <p>Comparative – <b>the form of an adjective used to compare two or more things. Comparatives are formed using -er (e.g., <i>taller, faster</i>), -ier (e.g., <i>happier</i>), or the word <i>more</i> (e.g., <i>more traditional</i>).</b></p> <p>Superlative – <b>an adjective indicating the greatest (or least) degree of something. A superlative is usually formed using -est (e.g., <i>the best and the brightest</i>).</b></p>
<p>(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)</p> <p>Adverb – a word that describes a verb, an adjective or another adverb</p> <p>Adverbs of time – show when an action occurs (time), or how long it lasts (duration) (e.g., When: He did it yesterday. Duration: They are always busy.)</p> <p>Adverbs of manner – describe how the action is done (e.g., carefully, beautifully)</p>	<p>(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)</p> <p>Adverb – a word that describes a verb, an adjective, or another adverb</p> <p>Adverbs of time – show when an action is done, the duration, or the frequency (e.g., when: He did it <u>yesterday</u>; duration: They are <u>always</u> busy; frequency: She <u>usually</u> does it.)</p> <p>Adverbs of manner – describe how the action is done (e.g., She did the work <u>carefully</u>. The two students played <u>well</u> together.)</p> <p>STAAR Note: Leads to <i>Supporting Standard 4.20Aiv</i></p>	<p>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)</p> <p><b>Supporting Standard</b></p> <p>Adverb – a word that describes a verb, an adjective, or another adverb</p> <p>Adverbs of frequency – tell how often an action takes place (e.g., The teacher <u>usually</u> gives us free time.)</p> <p>Adverbs of intensity/degree – tell how strong the action is (e.g., She was <u>very</u> tired.)</p>

Grade 2	Grade 3	Grade 4
<p><b>(v) prepositions and prepositional phrases</b></p> <p>Preposition – a word that relates its object to another word in the sentence (e.g., at in at school or of in of your writing)</p> <p>Prepositional phrase – a phrase that begins with a preposition and is followed by an object (e.g., on the road and by her)</p>	<p><b>(v) prepositions and prepositional phrases</b></p> <p>Preposition – a word that relates its object to another word in the sentence (e.g., at in at school or of in of your writing)</p> <p>Prepositional phrase – a phrase that begins with a preposition and is followed by an object (e.g., on the road and by now)</p> <p>STAAR Note: Leads to Supporting Standard 4.20Ai</p>	<p><b>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details</b></p> <p><b>Supporting Standard</b></p> <p>Preposition – a word that relates its object to another word in the sentence (e.g., at in at school or of in of your writing)</p> <p>Prepositional phrase – a phrase that begins with a preposition and is followed by an object (e.g., on the road and by now)</p>
<p><b>(vi) pronouns (e.g., he, him)</b></p> <p>Pronoun – a word that is used in place of a noun; can be a subject (e.g., I, you, he, she, it, we, they) or object (e.g., me, you, him, her, it, us, them)</p>	<p><b>(vi) possessive pronouns (e.g., his, hers, theirs)</b></p> <p>Possessive pronoun – takes the place of a possessive noun (e.g., my, mine, your, yours, his, her, hers, its, our, ours, their, theirs)</p> <p>Examples of possessive pronouns:</p> <ul style="list-style-type: none"> <li>• his</li> <li>• her/hers</li> <li>• their/theirs</li> <li>• my/mine</li> <li>• your/yours</li> <li>• our/ours</li> </ul> <p>STAAR Note: Leads to Supporting Standard 4.20Avi</p>	<p><b>(vi) reflexive pronouns (e.g., myself, ourselves)</b></p> <p><b>Supporting Standard</b></p> <p>Reflexive pronoun – refers back to the subject of the sentence (e.g., myself, himself, herself, yourself, itself, themselves, yourselves, ourselves)</p> <p>Examples of reflexive pronouns:</p> <ul style="list-style-type: none"> <li>• myself</li> <li>• ourselves</li> <li>• himself</li> <li>• herself</li> <li>• itself</li> <li>• themselves</li> <li>• yourselves</li> </ul>
	<p><b>(vii) coordinating conjunctions (e.g., and, or, but)</b></p>	<p><b>(vii) correlative conjunctions (e.g., either/or,</b></p>

Grade 2	Grade 3	Grade 4
	<p>Coordinating conjunction – connects words, phrases, and two independent clauses</p> <p>Coordinating conjunctions include:</p> <ul style="list-style-type: none"> <li>• and</li> <li>• or</li> <li>• but</li> <li>• for</li> <li>• yet</li> <li>• so</li> <li>• nor</li> </ul> <p>Example of usage:</p> <ul style="list-style-type: none"> <li>• Students sat on the floor at the assembly, <u>but</u> teachers sat on chairs.</li> </ul> <p>STAAR Note: Leads to <i>Supporting Standard 4.20Avii</i></p>	<p><b>neither/nor)</b>  <b>Supporting Standard</b></p> <p>Correlative conjunction – pairs of words that are used to link other words together</p> <p>Examples of correlative conjunctions:</p> <ul style="list-style-type: none"> <li>• both/and</li> <li>• either/or</li> <li>• neither/nor</li> <li>• not only/but also</li> <li>• just as/so</li> <li>• whether/or</li> </ul> <p>Example of usage:</p> <ul style="list-style-type: none"> <li>• <u>Both</u> students <u>and</u> teachers were at the assembly.</li> </ul>
(vii) time-order transition words	<p><b>(viii) time-order transition words and transitions that indicate a conclusion</b></p> <p>Transitional words and phrases – <b>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.</b></p> <p>Possible examples of time-order transition words and phrases:</p> <ul style="list-style-type: none"> <li>• First, soon, immediately, while, during, occasionally, second, then, at, that time, meanwhile, when, frequently, last, now, until, already, after, in the meantime, next, finally</li> </ul>	<p><b>(viii) use time-order transition words and transitions that indicate a conclusion</b>  <b>Supporting Standard</b></p> <p>Transitional words and phrases – <b>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.</b></p> <p>Possible examples of time-order transition words include:</p> <ul style="list-style-type: none"> <li>• First, soon, immediately, while, during, occasionally, second, then, at that time, meanwhile, when, frequently, now, until, already, after, in the meantime, next</li> </ul>

Grade 2	Grade 3	Grade 4
	<p>Conclusion transition words – words or phrases that help the reader or writer conclude thoughts or ideas (e.g., in other words, to sum up, finally, in summary, in conclusion, on the whole, lastly)</p> <p>STAAR Note: Leads to <i>Supporting Standard 4.20Aviii</i></p>	<p>already, after, in the meantime, next</p> <p>Conclusion transition words – words or phrases that help the reader or writer conclude thoughts or ideas (e.g., in other words, to sum up, finally, in summary, in conclusion, on the whole, lastly)</p> <p>Possible examples of transitions that indicate a conclusion:</p> <ul style="list-style-type: none"> <li>• In other words, to sum up, finally, in summary, in conclusion, on the whole, lastly, etc.</li> </ul>
<p><b>2.21B</b> <b>Use complete sentences with correct subject-verb agreement.</b></p> <p>Use  COMPLETE SENTENCES WITH CORRECT SUBJECT-VERB AGREEMENT  Complete sentence – has a subject and predicate (verb or action) and expresses a complete thought (e.g., Dogs bark.)  Subject-verb agreement – the subject and verb in a sentence must agree in number (e.g., The <u>dog</u> barks. The <u>dogs</u> bark.)  Including, but not limited to:</p>	<p><b>3.22B</b> <b>Use the complete subject and the complete predicate in a sentence.</b></p> <p>Use  THE COMPLETE SUBJECT AND THE COMPLETE PREDICATE IN A SENTENCE  Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Compound subject – made up of two or more simple subjects sharing the same verb and joined by a conjunction (e.g., <u>The dog and cat</u> chased the birds.)</li> </ul> <p>Complete subject – all the words that tell who or what the sentence is about (e.g., <u>The furry dog</u></p>	<p><b>4.20B</b> <b>Use the complete subject and the complete predicate in a sentence.</b></p> <p><b>Readiness Standard</b></p> <p>Use  THE COMPLETE SUBJECT AND THE COMPLETE PREDICATE IN A SENTENCE  Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Compound subject – made up of two or more simple subjects sharing the same verb and joined by a conjunction (e.g., <u>The dog and cat</u> chased the birds.)</li> </ul>

Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> <li>Speak and write sentences using correct subject-verb agreement</li> </ul> <p>Note: Complete sentences include those that tell and ask.</p>	<p>barks at night.)</p> <p>Complete predicate – all the words that tell what the subject does, did, is, or was (e.g., The furry dog <u>barks at night.</u>)</p> <p>STAAR Note: Leads to Readiness Standard 4.20B</p>	<p>Complete subject – all the words that tell who or what the sentence is about (e.g., <u>The furry dog barks at night.</u>)</p> <p>Complete predicate – all the words that tell what the subject does, did, is, or was (e.g., The furry dog <u>barks at night.</u>)</p>
<p><b>2.21C</b> <b>Distinguish among declarative and interrogative sentences.</b></p> <p>Distinguish AMONG DECLARATIVE AND INTERROGATIVE SENTENCES</p> <p>Declarative sentence – a sentence that tells a complete thought and ends in a period (.)</p> <p>Interrogative sentence – a sentence that asks a question and ends in a question mark (?)</p>		
	<p><b>3.22C</b> <b>Use complete simple and compound sentences with correct subject-verb agreement.</b></p> <p>Use COMPLETE SIMPLE AND COMPOUND SENTENCES WITH CORRECT SUBJECT-VERB AGREEMENT</p> <p>Simple sentence – a sentence with one clause (e.g., <b><i>the chicken crossed the road</i></b>)</p>	<p><b>4.20C</b> <b>Use complete simple and compound sentences with correct subject-verb agreement.</b></p> <p><b>Supporting Standard</b></p> <p>Use COMPLETE SIMPLE AND COMPOUND SENTENCES WITH CORRECT SUBJECT-VERB AGREEMENT</p> <p>Including, but not limited to:</p>

Grade 2	Grade 3	Grade 4
	<p>Compound sentence – a sentence composed of at least two independent clauses linked with a conjunction (e.g., <i>Sam talked, and Emma listened</i>)</p> <p>Subject-verb agreement – the subject and verb in a sentence must agree in number (e.g., <i>The dog barks. The dogs bark.</i>)</p> <p>Run-on sentence – consists of two or more simple sentences missing either proper punctuation or coordinating conjunction (e.g., <i>Charlotte built her web others came to see it.</i>)</p> <p>Fragment – part of a sentence (an incomplete thought) that is missing a subject or predicate (e.g., <i>Built a web. The busy spider.</i>)</p> <p>STAAR Note: Leads to <i>Supporting Standard 4.20C</i></p>	<ul style="list-style-type: none"> <li>Singular subjects</li> <li>Plural subjects</li> </ul> <p>Simple sentence – a sentence with one clause (e.g., <i>the chicken crossed the road</i>)</p> <p>Compound sentence – a sentence composed of at least two independent clauses linked with a conjunction (e.g., <i>Sam talked, and Emma listened</i>)</p> <p>Run-on sentence – consists of two or more simple sentences missing either proper punctuation or coordinating conjunction (e.g., <i>Charlotte built her web others came to see it.</i>)</p> <p>Fragment – part of a sentence (an incomplete thought) that is missing a subject or predicate (e.g., <i>Built a web. The busy spider.</i>)</p>

### Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.

**2.22**

**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

**3.23**

**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

**4.21**

**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

**2.22A**

**Write legibly leaving appropriate margins for readability.**

**3.23A**

**Write legibly in cursive script with spacing between words in a sentence.**

**4.21A**

**Write legibly by selecting cursive script or manuscript printing as appropriate.**

Grade 2	Grade 3	Grade 4
<p>Write</p> <p>LEGIBLY LEAVING APPROPRIATE MARGINS FOR READABILITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Gain control of penmanship, such as pencil grip, paper position, posture and stroke</li> <li>• Use appropriate letter formation, size, and spacing</li> <li>• Leave appropriate spacing at the top/bottom and left/right margins</li> </ul>	<p>Write</p> <p>LEGIBLY IN CURSIVE SCRIPT WITH SPACING BETWEEN WORDS IN A SENTENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Gain proficient control of pencil grip, paper position, stroke, and posture.</li> <li>• Use appropriate letter formation, size, and spacing</li> <li>• Maintain a consistent and appropriate slant in cursive</li> </ul>	<p>Write</p> <p>LEGIBLY BY SELECTING CURSIVE SCRIPT OR MANUSCRIPT PRINTING AS APPROPRIATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Gain proficient control of pencil grip, paper position, stroke, and posture</li> <li>• Use appropriate letter formation, size, and spacing</li> <li>• Maintain a consistent and appropriate slant in cursive or manuscript</li> </ul>
<p><b>2.22B</b></p> <p><b>Use capitalization for:</b></p> <p>Use</p> <p>CAPITALIZATION FOR:</p>	<p><b>3.23B</b></p> <p><b>Use capitalization for:</b></p> <p>Use</p> <p>CAPITALIZATION FOR:</p> <p>STAAR Note: Leads to <i>Readiness Standard 4.21B</i></p>	<p><b>4.21B</b></p> <p><b>Use capitalization for:</b></p> <p><b><i>Readiness Standard</i></b></p> <p>Use</p> <p>CAPITALIZATION FOR:</p>
<p><b>(i) proper nouns</b></p> <p>Proper noun – names a specific person, place, thing or idea and always begins with a capital letter (e.g., John, Texas, Grand Canyon)</p>	<p><b>(iii) official titles of people</b></p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• Titles used before names of people (e.g., President, General, Professor, Dr., etc.)</li> <li>• Family members when used as a name (e.g., I will ask my aunt to call <u>Dad</u> and Uncle John.)</li> </ul>	
<p><b>(ii) months and days of the week</b></p>		

Grade 2	Grade 3	Grade 4
	<p><b>(i) geographical names and places</b></p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• Continents (e.g., Africa, North America)</li> <li>• Countries (e.g., Brazil, England, United States)</li> <li>• States (e.g., Iowa, Kansas, Texas)</li> <li>• Cities (e.g., Austin, Houston, Laredo)</li> <li>• Landforms (e.g., Grand Canyon, Mississippi River, Mount Everest)</li> <li>• Public areas (e.g., Yellowstone National Park)</li> </ul> <p>Note: Students also need to learn to use a comma between city and state (e.g., Austin, Texas).</p>	
	<p><b>(ii) historical periods</b></p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• Historical periods (e.g., Westward Expansion, Great Depression, Industrial Revolution, etc.)</li> </ul> <p>STAAR Note: Leads to <i>Readiness Standard 4.21Bi</i></p>	<p><b>(i) historical events and documents</b></p> <p><b><i>Supporting Standard</i></b></p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• Historical events (e.g., Battle of the Alamo, Battle of San Jacinto, Texas Revolution, etc.)</li> <li>• Historical documents (e.g., Texas Declaration of Independence, Treaty of Velasco)</li> </ul>
<p><b>(iii) the salutation and closing of a letter</b></p> <p>Note: Refer to 2.19B for related writing skills.</p>		

Grade 2	Grade 3	Grade 4
		<p>(ii ) titles of books, stories, and essays  <i>Supporting Standard</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Capitalize the first, last, and all the main words in titles (e.g., Time for Kids, New York Times, America the Beautiful, Green Eggs and Ham, etc.)</li> </ul>
		<p>(iii) languages, races, and nationalities  <i>Supporting Standard</i></p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• Languages (e.g., English, Spanish, French, etc.)</li> <li>• Race – a group of persons of common descent or heredity (e.g., Asian, Caucasian, Hispanic, etc.)</li> <li>• Nationality – the status of belonging to a particular nation whether by birth or nationalization (e.g., American, Mexican, Vietnamese, etc.)</li> </ul>
<p><b>2.22C</b>  <b>Recognize and use punctuation marks, including:</b>            Recognize, Use            PUNCTUATION MARKS INCLUDING:</p>	<p><b>3.23C</b>  <b>Recognize and use punctuation marks including:</b>            Recognize, Use            PUNCTUATION MARKS INCLUDING:            STAAR Note:</p>	<p><b>4.21C</b>  <b>Recognize and use punctuation marks including:</b>  <i>Readiness Standard</i>            Recognize, Use            PUNCTUATION MARKS INCLUDING:</p>

Grade 2	Grade 3	Grade 4
<p><b>(i) ending punctuation in sentences</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Declarative sentence – a sentence that tells a complete thought and ends in a period (.)</li> <li>• Interrogative sentence – a sentence that asks a question and ends in a question mark (?)</li> <li>• Exclamatory sentence – sentence that expresses strong emotion or feeling and ends with an exclamation point (!)</li> </ul>	<p>Leads to Readiness Standard 4.21C</p>	
<p><b>(ii) apostrophes and contractions</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Use apostrophes to take the place of missing letters in a contraction (e.g., didn't /did not, can't /cannot)</li> </ul> <p>Note: Refer to 2.2F for related phonics skills.</p>	<p><b>(i) apostrophes in contractions and possessives</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Contractions – use apostrophes to take the place of missing letters in a contraction (e.g., didn't/did not, can't/cannot)</li> <li>• Singular possessives – use apostrophes to show singular possession (e.g., The <u>student's</u> paper was acceptable.)</li> <li>• Plural possessives – use apostrophes to show plural possession (e.g., The <u>students'</u> papers were acceptable.)</li> </ul>	
<p><b>(iii) apostrophes and possessives</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Use apostrophes to show singular possession (e.g., <u>Joe's</u> car is blue. The <u>cat's</u> fur is brown.)</li> </ul>	<p>Note: When a singular noun ends with an -s or /s/ sound, it is a common practice to follow with an apostrophe -s (e.g., the boss's paper); however, it is widely accepted to follow only with an apostrophe (e.g., the boss' paper). Style guides differ on this principle.</p>	

**Grade 2****Grade 3****Grade 4****(ii) commas in series and dates**

Including, but not limited to:

- Series – use to separate three or more items (e.g., Joe loves pizza, hamburgers, and French fries.)
- Between the day and year in a date (e.g., January 12, 2009)

Other possible grade-appropriate uses of commas:

- Between the city and state (e.g., Austin, Texas)
- After a salutation and closing in a letter (e.g., Dear \_\_\_\_\_, Sincerely,)
- Between two adjectives preceding a noun (e.g., It was a hot, sunny day.)

STAAR Note:

Leads to *Supporting Standard 4.21Ci*

**(i) commas in compound sentences*****Supporting Standard***

A comma precedes the coordinating conjunction (e.g., I lost my ring, but Mom found it.)

Compound sentence – consists of two or more simple sentences joined by a conjunction and a comma

Other possible grade-appropriate uses of commas:

- Between the city and state (e.g., Austin, Texas)
- After a salutation and closing in a letter (e.g., Dear \_\_\_\_\_, Sincerely,)
- Between two adjectives preceding a noun (e.g., It was a hot, sunny day.)

**(ii) quotation marks*****Supporting Standard***

Possible examples of usage:

- Direct quotation at the beginning and end of a sentence - use quotation marks before and after a direct quotation (e.g., Mom said, "Go clean your room.")
- Use quotation marks before and after the names of articles in magazines and newspapers, the titles of chapters in books, songs, and poems

Grade 2	Grade 3	Grade 4
		<p>Note:</p> <p>While teaching how to punctuate quotations, also teach the rules for capitalization in quotations including capitalizing the first word in a direct quotation that is a complete sentence.</p>
	<p><b>3.23D</b></p> <p><b>Use correct mechanics including paragraph indentations.</b></p> <p>Use</p> <p>CORRECT MECHANICS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Paragraph indentations</li> </ul> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• Indent the beginning of each new paragraph</li> <li>• Begin a new paragraph whenever the speaker changes in dialogue</li> </ul>	

## Oral and Written Conventions/Spelling.

**2.23**

**Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to:

**2.23A**

Use phonological knowledge to match sounds to

**3.24**

**Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to:

**4.22**

**Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to:

Grade 2	Grade 3	Grade 4
<p><b>letters to construct unknown words.</b></p> <p>Use PHONOLOGICAL KNOWLEDGE TO MATCH SOUNDS TO LETTERS TO CONSTRUCT UNKNOWN WORDS</p> <p>Phonological knowledge / awareness – an “umbrella” term that is used to refer to a student’s sensitivity to the sound structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.</p> <p>Note: Refer to 2.2 and 2.23BCDE for related phonics and spelling skills.</p>	<p><b>segmentation, and syllabication to spell.</b></p> <p>Use KNOWLEDGE OF LETTER SOUNDS, WORD PARTS, WORD SEGMENTATION, AND SYLLABICATION TO SPELL</p> <p>Note: Refer to 3.1 for related phonics skills and 3.24BCDEF for related spelling skills.</p>	
<p><b>2.23B</b> <b>Spell words with common orthographic patterns and rules:</b></p> <p>Spell WORDS WITH COMMON ORTHOGRAPHIC PATTERNS AND RULES:</p> <p>Orthographic pattern – the visual representation of the arrangement of letters in a given language</p>	<p><b>3.24B</b> <b>Spell words with more advanced orthographic patterns and rules:</b></p> <p>Spell WORDS WITH MORE ADVANCED ORTHOGRAPHIC PATTERNS AND RULES:</p> <p>Orthographic pattern – the visual representation of the arrangement of letters in a given language</p> <p>STAAR Note: Leads to <i>Supporting Standard 4.22A</i></p>	<p><b>4.22A</b> <b>Spell words with more advanced orthographic patterns and rules:</b></p> <p><b>Readiness Standard</b></p> <p>Spell WORDS WITH MORE ADVANCED ORTHOGRAPHIC PATTERNS AND RULES:</p> <p>Orthographic pattern – the visual representation of the arrangement of letters in a given language</p>
(i) complex consonants (e.g., hard and soft c and	(v) complex consonants (e.g., scr-, -dge, -tch)	

Grade 2	Grade 3	Grade 4
<p><b>g, ck)</b></p> <p>Note: Generally, c and g have a soft sound before e, i, and y (e.g., cell, circle, cycle, genius, giraffe, gym) and have a hard sound before a, o, and u (e.g., cat, cold, game, gulp).</p>	<p>Possible examples:</p> <ul style="list-style-type: none"> <li>Three-letter initial consonant clusters (e.g., str-, spr-, spl-, scr-, thr-, chr-, phr-, shr-)</li> <li>Three-letter ending consonant clusters (e.g., -tch, -dge, -nch, -lch)</li> </ul>	
	<p><b>(i) consonant doubling when adding an ending</b></p> <p>Note: Double letter rule: In a one syllable word with one short vowel and ending in a consonant (a closed syllable), double the final consonant before adding a suffix starting with a vowel (e.g., bat, batted, batting, batter, batty)</p> <p>Refer to 3.1Aii for related phonics skills.</p>	
	<p><b>(iv) double consonants in middle of words</b></p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>Syllables: a word in which one syllable ends with the same letter as the beginning of the following syllable (e.g., lit tle = little, gig gle = giggle)</li> <li>Compound words: made from two words ending and beginning in the same letter (e.g., ear ring = earring)</li> <li>Prefixes: words with prefixes that end with the same letter that begin the base word (e.g., mis spell = misspell)</li> <li>Suffixes: refer 3.24Bi for the rule for</li> </ul>	<p><b>(iii) double consonants in middle of words</b></p> <p><i>Supporting Standard</i></p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>Syllables: a word in which one syllable ends with the same letter as the beginning of the following syllable (e.g., lit tle = little, gig gle = giggle)</li> <li>Compound words: made from two words ending and beginning in the same letter (e.g., ear ring = earring)</li> <li>Prefixes: words with prefixes that end with the same letter that begin the base word (e.g., mis spell = misspell)</li> </ul>

Grade 2	Grade 3	Grade 4
	<p>consonant doubling when adding an ending.</p> <p>STAAR Note: Leads to <i>Supporting Standard 4.22Aiii</i></p>	<ul style="list-style-type: none"> <li>• Suffixes: in a word that ends in a closed syllable (CVC), double the final consonant before adding a suffix starting with a vowel (e.g., bat, batted, batting, batter, batty)</li> </ul>
<p><b>(iii) long vowels (e.g., VCe-hope)</b></p> <p>Note: Refer to 2.2Biv for related phonics skills.</p>	<p><b>(ii) dropping final "e" when endings are added (e.g., -ing, -ed)</b></p> <p>Note: Dropping final -e rule: When a base word ends in final -e, drop the -e before adding a suffix starting with a vowel (e.g., bake - baked - baking - baker)  Refer to 3.1Ai for related phonics skills</p>	
	<p><b>(iii) changing y to i before adding an ending</b></p> <p>Note: Base words ending in -y rule: When a base word ends in -y following a consonant, change the -y to -i before adding a suffix (e.g., try-tried, baby-babies) unless the suffix begins with -i as in -ing, -ist (e.g., trying, babyish)  Refer to 3.1Aiii for related phonics skills.</p>	
<p><b>(ii) r-controlled vowels</b></p> <p>r-controlled – a vowel followed by the consonant r such that its pronunciation is influenced by the /r/ and is neither a long or short vowel sound (e.g., farm, her, first).</p>		

Grade 2	Grade 3	Grade 4
<p>Note: Refer to 2.2Bv for related phonics skills.</p> <p><b>(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)</b></p> <p>Digraph – two successive letters that represent a single speech sound (e.g., oo in moon)</p> <p>Diphthong – a combination of two vowel sounds in one syllable to form a new phoneme (e.g., /ow/ in howl, /ou/ in cloud, and /oi/ in boil; in Spanish, /ui/ in fui, /ie/ in viernes, and /oi/ in oigan)</p> <p>Note: Refer to 2.2AivBvi for related phonics skills.</p>	<p><b>(vi) abstract vowels (e.g., ou as in could, touch, through, bought)</b></p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• ou/ow (e.g., could, touch, through, bought, out, cow)</li> <li>• al/au/aw (e.g., always, autumn, saw)</li> <li>• oi/oy (e.g., boil, royal)</li> <li>• r-controlled (e.g., car, fur, stir, word, her, hair, spear, peer)</li> </ul> <p>Abstract/variant vowel – vowels that have varying sounds</p> <p>Note: Refer to 3.1Bv for related phonics skills.</p>	
		<p><b>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es)</b></p> <p><b>Supporting Standard</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Add -s (e.g., book/books); add -es when the word ends in -s, -ss, -sh, -ch, -x, -z, (e.g., class/classes)</li> <li>• Change -y to i and add -s if the -y is preceded by a consonant (e.g., candy/candies); add only an -s if a word ending in -y is preceded by a vowel (e.g., key/keys)</li> <li>• Add -s for most words ending with -f or -</li> </ul>

Grade 2	Grade 3	Grade 4
		<p>fe (e.g., roof/roofs)</p> <ul style="list-style-type: none"> <li>• Add -es to some words ending in -f or -fe (e.g., wolf/wolves, knife/knives)</li> <li>• Add -es when the word ends in a vowel preceded by a consonant (e.g., hero/heroes); add -s when the word ends in two vowels (e.g., video/videos)</li> <li>• In a hyphenated compound word, make the base word/element plural (e.g., <u>sister-in-law</u>/sisters-in-law)</li> </ul>
		<p><b>(ii) irregular plurals (e.g., man/men, foot/feet, child/children)</b></p> <p><b><i>Supporting Standard</i></b></p> <p>Possible examples of irregular plurals:</p> <ul style="list-style-type: none"> <li>• Tooth/teeth</li> <li>• Ox/oxen</li> <li>• Di/dice</li> <li>• Woman/women</li> <li>• Mouse/mice</li> </ul>
		<p><b>(iv) other ways to spell sh (e.g., -sion, -tion, -cian)</b></p> <p><b><i>Supporting Standard</i></b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• -sion (e.g., admission)</li> <li>• -tion (e.g., ration)</li> <li>• -cian (e.g., musician)</li> </ul> <p>Other possible examples:</p> <ul style="list-style-type: none"> <li>• -ti- in a medial position (e.g., patient, action)</li> </ul>

Grade 2	Grade 3	Grade 4
		<ul style="list-style-type: none"> <li>• -ci- in a medial position (e.g., social, delicious)</li> <li>• -si- in a medial position (e.g., admission)</li> <li>• -sci- in a medial position (e.g., conscious)</li> </ul>
<p><b>2.23C</b> Spell high-frequency words from a commonly used list.</p> <p>Spell HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST High-frequency words – a small group of 300–500 words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading.</p>	<p><b>3.24C</b> Spell high-frequency and compound words from a commonly used list.</p> <p>Spell HIGH-FREQUENCY AND COMPOUND WORDS FROM A COMMONLY USED LIST Possible examples of commonly used lists:</p> <ul style="list-style-type: none"> <li>• Dolch List of Basic Sight Words</li> <li>• Fry Instant Word List</li> </ul> <p>High-frequency word – a small group of 300–500</p>	<p><b>(v) silent letters (e.g., knee, wring)</b> <i>Supporting Standard</i></p> <p>Possible examples of silent letters:</p> <ul style="list-style-type: none"> <li>• tch (e.g., hatch, notch)</li> <li>• dg (e.g., edge, lodge)</li> <li>• wr (e.g., write, wren)</li> <li>• kn (e.g., knee, knight)</li> <li>• gn (e.g., sign, reign)</li> <li>• mb (e.g., comb, lamb)</li> <li>• wh (e.g., who, what)</li> </ul>

Grade 2	Grade 3	Grade 4
<p>Possible examples of commonly used lists:</p> <ul style="list-style-type: none"> <li>• Dolch List of Basic Sight Words</li> <li>• Fry Instant Word List</li> </ul> <p>Note: Refer to 2.2G for related beginning reading skills.</p>	<p>words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading.</p> <p>Compound word – a word made when two words are joined to form a new word</p>	
<p><b>2.23D</b> <b>Spell base words with inflectional endings (e.g., -ing and -ed).</b></p> <p>Spell</p> <p><b>BASE WORDS WITH INFLECTIONAL ENDINGS</b></p> <p>Base word – a word that stands alone and has its own meaning</p> <p>Inflectional ending – letters that combine with a base word to express tense, number, mood or person (e.g., -s, -ing, and -ed)</p> <p>Note: Refer to 2.2D for related phonics skills.</p>		<p><b>4.22B</b> <b>Spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-).</b></p> <p><b>Supporting Standard</b></p> <p>Spell</p> <p><b>BASE WORDS AND ROOTS WITH AFFIXES</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Common prefixes (e.g., dis-, pre- )</li> <li>• Common suffixes (e.g., -ion, -ment, -ly)</li> <li>• Refer to 4.2A for related vocabulary skills</li> </ul> <p>Prefix – one or more sounds or letters placed before a base word or root that change the meaning of the word</p> <p>Suffix – one or more sounds or letters placed after a base word or root that change the meaning of the word</p> <p>Base word – a word that can stand alone with its own meaning (e.g., school, preschool)</p> <p>Root – the basic part of a word that carries meaning</p>

Grade 2	Grade 3	Grade 4
		Affix – a word element, such as a prefix or suffix, that occurs before or after a root or base word to modify its meaning (e.g., the prefix <i>un-</i> and the suffix <i>-able</i> in <i>unbelievable</i> )
	<p><b>3.24D</b>  <b>Spell words with common syllable constructions (e.g., closed, open, final stable syllable).</b></p> <p>Spell</p> <p>WORDS WITH COMMON SYLLABLE CONSTRUCTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Apply the six syllable patterns to spell regular single syllable and multisyllabic words</li> </ul> <p>Note:  Refer to 3.1B for related phonics skills.</p>	
	<p><b>3.24E</b>  <b>Spell single syllable homophones (e.g., bear/bare; week/weak; road/rode).</b></p> <p>Spell</p> <p>SINGLE SYLLABLE HOMOPHONES</p> <p>Homophone – a word that is pronounced the same, but not spelled the same as another word and that has a different meaning (e.g., <i>bear</i> and <i>bare</i>, <i>week</i> and <i>weak</i>)</p> <p>Note:  Refer to 3.4C for related vocabulary skills.</p>	<p><b>4.22C</b>  <b>Spell commonly used homophones (e.g., there, they're, their; two, too, to).</b></p> <p><b>Supporting Standard</b></p> <p>Spell</p> <p>COMMONLY USED HOMOPHONES</p> <p>Homophone – a word that is pronounced the same, but not spelled the same as another word and that has a different meaning (e.g., <i>bear</i> and <i>bare</i>, <i>week</i> and <i>weak</i>)</p>

Grade 2	Grade 3	Grade 4
	<p>STAAR Note: Leads to <i>Supporting Standard 4.22C</i></p>	
<p><b>2.23E</b> <b>Spell simple contractions (e.g., isn't, aren't, can't).</b></p> <p>Spell</p> <p><b>SIMPLE CONTRACTIONS</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Use apostrophes to take the place of missing letters in a contraction (e.g., didn't / did not, can't / cannot)</li> </ul> <p>Note: Refer to 2.2F and 2.22Cii for related phonics skills.</p>	<p><b>3.24F</b> <b>Spell complex contractions (e.g., should've, won't).</b></p> <p>Spell</p> <p><b>COMPLEX CONTRACTIONS</b></p> <p>Contraction – a shortened word made by substituting an apostrophe for a letter or letters (e.g., I am contracts to I'm)</p> <p>Note: Refer to 3.1D for related phonics skills.</p>	
<p><b>2.23F</b> <b>Use resources to find correct spellings.</b></p> <p>Use</p> <p><b>RESOURCES TO FIND CORRECT SPELLINGS</b></p> <p>Possible examples of resources:</p> <ul style="list-style-type: none"> <li>• Word wall</li> <li>• Dictionary</li> <li>• Glossary</li> <li>• Electronic resources</li> </ul>	<p><b>3.24G</b> <b>Use print and electronic resources to find and check correct spellings.</b></p> <p>Use</p> <p><b>PRINT AND ELECTRONIC RESOURCES</b></p> <p>To find, check</p> <p><b>CORRECT SPELLINGS</b></p> <p>Possible examples of resources:</p> <ul style="list-style-type: none"> <li>• Word wall</li> <li>• Personal dictionary</li> <li>• High frequency word list</li> <li>• Print or electronic dictionary</li> </ul>	<p><b>4.22D</b> <b>Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</b></p> <p><b><i>Supporting Standard</i></b></p> <p>Use</p> <p><b>SPELLING PATTERNS AND RULES AND PRINT AND ELECTRONIC RESOURCES</b></p> <p>To determine, check</p> <p><b>CORRECT SPELLINGS</b></p> <p>Possible examples of resources:</p> <ul style="list-style-type: none"> <li>• Word wall</li> </ul>

Grade 2	Grade 3	Grade 4
	<ul style="list-style-type: none"> <li>• Print or electronic thesaurus</li> <li>• Glossary</li> </ul> <p>STAAR Note: Leads to <i>Supporting Standard 4.22D</i></p>	<ul style="list-style-type: none"> <li>• Personal dictionary</li> <li>• High frequency word list</li> <li>• Printed or electronic dictionary</li> <li>• Printed or electronic thesaurus</li> <li>• Glossary</li> </ul> <p>Note: Refer to previous grade-level expectations and 4.22Ai-v for spelling patterns and rules.</p>

**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)

**Bold 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)