

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills
English Language Arts and Reading

Prepared by the State Board of Education TEKS Review Committees

Final Recommendations, April 2016

These draft proposed revisions reflect the changes to the English language arts and reading Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for **Kindergarten - Grade 2**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

SBOE—information added, changed, or deleted to align with SBOE feedback

VA—information added, changed, or deleted to increase vertical alignment

Streamline—language added, changed, or deleted for streamlining

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English Language Arts and Reading, Kindergarten

(a) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on [academic oracy \(proficiency in oral expression and comprehension\)](#), authentic reading, and [reflective](#) writing to ensure a literate Texas; [they](#) are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. [Although some strands may require more instructional time](#), each strand is of equal value, [may be presented in any order, and should be integrated](#) throughout the year. [It is important to note that encoding \(spelling\) and decoding \(reading\) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities \(encoding\) are provided. Additionally, and](#) students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) [Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas \(Texas Education Agency, STAAR Performance Level Descriptors, 2013\)](#). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (4 3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5 4) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the [English Language Proficiency Standards \(ELPS\)](#) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the [ELPS English Language Proficiency Standards](#) and proficiency-level descriptors located in Chapter 74, Subchapter [A B](#).
- (6 5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels ([Dr. Kate Kinsella, NCLB, 2010](#)). [In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines](#) (Fisher, Frey, & Rothenberg, 2008).

Commented [A1]: These sentences need to be added to any grade level that has student expectations related to encoding/decoding.

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(7.6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

(A) develop oral language through listening and speaking by:

- (i) following, restating, and giving oral instructions that involve a short related sequence of actions;
- (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
- ~~(iii) giving a descriptive presentation;~~
- ~~(iv) identifying sounds in school and surrounding environment;~~
- ~~(v) participating in discussion by alternating between listening and speaking and taking turns;~~
- (iii) developing social communication, such as introducing self, common greetings, and expressing needs and wants; and
- (iv) answering open-ended questions;

(B) demonstrate phonological awareness by:

- (i) identifying and producing rhyming words ~~in response to an oral prompt;~~
- (ii) identifying the individual words in a spoken sentence;
- (iii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound ~~such as big blue ball;~~
- (iv) blending spoken onsets and rimes to form simple words ~~such as the onset /c/ and the rime /at/ to make cat;~~
- ~~(v) isolating the initial sound in one syllable spoken words;~~
- (v) blending spoken phonemes to form one-syllable words ~~such as /m/ /a/ /n/ says man;~~
- (vi) segmenting spoken one-syllable words into individual phonemes ~~such as dog: /d/ /o/ /g/;~~ and
- (vii) identifying syllables in spoken words;

(C) demonstrate and apply phonetic knowledge by:

- (i) identifying and matching the common sounds that letters represent;
- (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words and encode VC and CVC words ~~in isolation and in context;~~
- (iii) recognizing that new words are created when letters are changed, added, or deleted; and
- (iv) identifying and reading at least 25 - 100 high-frequency words ~~with automaticity~~ from a research based list;

Commented [A3]: Streamline

Commented [A4]: Streamline

Commented [A5]: Streamline. Eliminate redundancy. See strand 4.

Commented [A6]: With respect to the feedback from Dr. Bergman, this knowledge and skill statement is addressing listening, speaking, reading and writing, not just reading. Phonological awareness skills must be developed in order for phonemic awareness to be mastered.

- (D) demonstrate print awareness by:
- (i) identifying the front cover, back cover, and title page of a book;
 - (ii) holding a book right side up, turning ~~its~~ pages correctly, and know~~ing~~ that reading moves from top to bottom and left to right with return sweep;
 - (iii) recognizing that sentences are comprised of words separated by spaces and ~~recognizing demonstrate the awareness of~~ word boundaries;
 - ~~(iv) recognizing environmental print;~~
 - ~~(v) recognizing that spoken words can be represented by print for communication;~~
 - (iv) recognizing the difference between a letter and a printed word;
 - (v) identifying all upper~~case~~ and lowercase letters ~~with automaticity~~;
 - (vi) sequencing the letters of the alphabet; and
 - (vii) understand~~ing~~ that compound words are made of two shorter words;
- (E) develop vocabulary ~~by to~~:
- (i) ~~using use~~ a variety of resources such as a picture dictionary, ~~environmental print~~, or digital ~~and web-based~~ resources to find words;
 - (ii) identify~~ing~~ the meaning of ~~short vowel~~ base words with the ~~suffix affix~~ –s;
 - ~~(iii) identify and sort pictures of objects into conceptual categories such as colors and shapes;~~
 - (iii) demonstrat~~ing~~e the one-to-one correspondence between a spoken word and a printed word in text; and
 - (iv) identify~~ing~~ and ~~using use~~ words that name actions, directions, positions, sequences, and locations;
- (F) self-select text, and ~~interact read~~ independently ~~with text~~ for ~~increasing a sustained~~ periods of time; and
- (G) ~~develop handwriting by~~ accurately forming all upper~~case~~ and lowercase letters using appropriate directionality;
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - (C) make and confirm predictions using text features, ~~elements~~, and structures with adult assistance;
 - (D) create mental images to deepen understanding with adult assistance;
 - (E) make connections to personal experiences, to ideas in other texts, and to the larger community with adult assistance ~~to activate prior knowledge~~;
 - (F) make inferences and use evidence to support understanding with adult assistance;
 - (G) evaluate prioritize information ~~and read~~ to determine what is most important with adult assistance;
 - (H) synthesize information to create new understanding with adult assistance; and

Commented [A7]: Streamline

Commented [A8]: Streamline

Commented [A9]: Streamline

Commented [A10]: Standards were re-ordered to address SBOE recommendation.

Commented [A11]: Adding adult assistance to these standards provides the support needed for young children to engage in the higher level cognitive skills.

- (I) monitor comprehension and make ~~corrections and~~ adjustments, with adult assistance, when understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe the personal and emotional ~~impact of and personal~~ connections to a variety of sources, ~~including such as self-selected or teacher-selected texts~~;
- (B) use text evidence to support an appropriate response ~~discuss personal observations and, support with text evidence~~;
- (C) retell texts in ways that maintain meaning and logical order;
- (D) interact with sources ~~react to a variety of sources read, heard, or viewed~~ in meaningful ways such as illustrating or writing; and
- (E) respond using newly ~~to various sources embedding~~ acquired vocabulary as appropriate.
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:
- (A) listen actively by facing speakers and ask questions to understand information;
- (B) work productively with others by following agreed-upon rules for discussion, including taking turns ~~and speaking one at a time~~;
- (C) share ideas by speaking audibly and clearly; and
- (D) understand his/her own responsibility in collaboration.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:
- (A) develop an understanding of ~~recognize~~ how forms and structures are the same and different within and across genres, including fiction, informational ~~nonfiction~~, traditional, and poetry;
- (B) recognize characteristics ~~and structures~~ of literary text, including:
- (i) identifying the main events, problem, and solution in the plot for texts read aloud;
 - (ii) identifying the setting ~~of a story, including where and when the story takes place~~;
 - (iii) identifying and describing the main character(s);
 - (iv) identifying the basic theme with adult assistance ~~such as people need a place to belong; and~~
 - (v) identifying ing the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems. ~~and~~
- (C) recognize characteristics and structures of informational text, including:
- (i) using features, including titles and simple graphics ~~photographs~~, to gain information ~~locate, explain, or use information~~; and
 - (ii) ~~discussing~~ the ways information is grouped in a text such as sequence, description, and repeated patterns with adult assistance; and

Commented [A12]: Clarify and simplify language.

Commented [A13]: Analytical response is the most difficult for students and must start early. The wording is open-ended enough to differentiate based on the complexity of the text.

Commented [A14]: CREST recommendation.

Commented [A15]: Diverse is a broader term that includes all cultures and communities.

Commented [A16]: Removed nonfiction as it is redundant. Informational text is the appropriate term.

Commented [A17]: Structures was taken out of this standard because none of the examples below are structures.

Commented [A18]: Streamline and clarify

(D) recognize characteristics ~~and structures~~ of persuasive ~~or argumentative~~ text, with adult assistance, including what the author is trying to persuade the reader to think or do.

Commented [A19]: Changed to ensure appropriate formatting.

~~(i) discussing what the author is trying to persuade the reader to think or do;~~

~~(E) explore the characteristics of multimodal texts for a variety of purposes;~~

- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:

(A) identify and discuss, with adult assistance, the author's purpose for writing text;

(B) identify and discuss, with adult assistance, how the ways authors structure text structure contributes to an author's purpose; and

Commented [A20]: VA

(C) identify and discuss, with adult assistance, an author's use of print and graphic features to achieve specific purposes.

- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

(A) plan by generating ideas for writing through class discussion;

(B) develop drafts in oral, pictorial, or written form by organizing ideas;

(C) revise drafts by adding details in pictures or words;

(D) edit drafts, with adult assistance, ~~independently and collaboratively~~ using standard English conventions, ~~of grammar, spelling, capitalization, and punctuation~~, including:

~~(i) speak and dictate in~~ complete sentences;

~~(ii) use~~ past, present, and future verbs;

~~(iii) use~~ singular and plural nouns;

~~(iv) use~~ descriptive adjectives;

~~(v) use subject pronouns, including I and me;~~

~~(vi) capitalization of~~ capitalize the first letter in a sentence; and

~~(vii) punctuation marks at the end of declarative sentences;~~

(E) share writing with others;

~~(F) use the elements of craft to advance the writer's purpose when dictating and composing by:~~

Commented [A21]: Removed for age-appropriateness.

~~(i) developing an idea with specific details and relevance;~~

~~(ii) organizing with structure;~~

~~(iii) using intentional word choice ; and~~

~~(iv) developing voice;~~

(F) dictate or compose literary texts, including personal narratives ~~using genre characteristics and author's craft, including personal narratives~~;

(G) dictate or compose informational texts ~~using genre characteristics and author's craft~~; and

(H) dictate or compose argumentative persuasive texts that states a personal opinion ~~using genre characteristics and author's craft~~.

(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate questions ~~based on teacher-guided topics~~ for formal and informal inquiry with adult assistance;
- (B) gather information from a variety of sources with adult assistance; and
- (C) demonstrate understanding of information gathered with adult assistance; and
- ~~(D) incorporate digital technology, when appropriate.~~

Commented [A22]: Streamline. Eliminate redundancy. See (B).

DRAFT

English Language Arts and Reading, Grade 1

(a) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on [academic oracy \(proficiency in oral expression and comprehension\)](#), authentic reading, and [reflective](#) writing to ensure a literate Texas; [they](#) are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. [Although some strands may require more instructional time](#), each strand is of equal value, [may be presented in any order, and should be integrated](#) throughout the year. [It is important to note that encoding \(spelling\) and decoding \(reading\) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities \(encoding\) are provided. Additionally, and](#) students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) [Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas \(Texas Education Agency, STAAR Performance Level Descriptors, 2013\)](#). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
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- (5 4) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the [English Language Proficiency Standards \(ELPS\)](#) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the [ELPS English Language Proficiency Standards](#) and proficiency-level descriptors located in Chapter 74, Subchapter [A B](#).
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(b) Knowledge and skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

(A) develop oral language through listening and speaking by:

- (i) following, restating, and giving oral instructions that involve a short related sequence of actions;
- (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
- ~~(iii) giving a descriptive presentation;~~
- ~~(iv) actively listening for a variety of reasons such as: enjoyment, learning, and following directions;~~
- ~~(v) listening to others and responding courteously to ideas and opinions;~~
- (iii) developing social communication such as, introducing self and others, relating experiences to a classmate, and expressing needs and feelings, and describing self positively; and
- (iv) answering open-ended questions;

(B) demonstrate phonological awareness by:

- (i) orally generating a series of original rhyming words using a variety of phonograms and consonant blends such as bl, st, and tr;
- (ii) distinguishing between long- and short-vowel sounds in one syllable words such as bit/bite;
- (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed such as blow to glow;
- (iv) blending spoken phonemes to form one- and two-syllable words, including consonant blends such as bl, st, and tr; and
- ~~(v) isolating initial, medial, and final sounds in one syllable spoken words; and~~
- (v) segmenting spoken one-syllable words of three to five phonemes into individual phonemes; such as splat = /s/ /p/ /l/ /a/ /t/;

(C) demonstrate and apply phonetic knowledge by:

- (i) decoding and encoding all consonants; including hard and soft c, hard and soft g, and s=/s/ and s=/z/;
- (ii) decoding and encoding initial and final consonant blends; such as grab, fast, and stamp in isolation and in context;
- (iii) decoding and encoding consonant digraphs; including ch, th, sh, wh, ng, ck, and ph in isolation and in context;
- (iv) decoding and encoding closed syllables; with short vowel sounds such as mat and black in isolation and in context;
- (v) decoding and encoding open syllables; with the long vowel sound such as he and baby in isolation and in context;

Commented [A25]: Streamline. Eliminate redundancy. See strand 8.

Commented [A26]: Streamline. Eliminate redundancy. See strand 4.

Commented [A27]: Streamline

Commented [A28]: Phonemic awareness is the highest level of phonological awareness and is included in this knowledge and skills statement.

Commented [A29]: Streamline. Redundant. See (G)(vi).

Commented [A30]: ER. Recommended by Dr. Hill to leave these together because decoding and encoding are reciprocal skills. Encoding provides tactile/kinesthetic opportunity to internalize the decoding. *Unlocking Literacy, Effective Decoding & Spelling Instruction*, by Marcia K. Henry. This book has been praised by G. Reid Lyon, Louisa Moats, Virginia Berninger, etc. Streamline (if decoding and encoding are separated it would cause redundancy).

Commented [A31]: Streamline. Including and such as statements removed for consistency and to leave this to local control.

- (vi) decoding and **encoding** vowel-consonant-silent e syllables; ~~with the long vowel sound such as kite in isolation and in context;~~
 - (vii) decoding and encoding vowel **digraphs and diphthongs** ~~teams including ai as in rain, ay as in day, ee as in feet, ea as in eat and head, oa as in oat, oe as in toe, ie as in tie, ow as in snow and cow, oo as in moon and foot, ou as in soup, aw as in saw, oi as in oil, oy, as in boy and ew as in few in isolation and in context;~~
 - (viii) decoding and encoding r-controlled syllables; ~~including er as in her, ir as in bird, ur as in turn, ar as in star, and or as in fork in isolation and in context;~~
 - ~~(ix) decoding and encoding final stable syllables such as apple and able in isolation and in context;~~
 - (ix) using knowledge of base words to read compound words ~~such as football and daydream;~~
 - (x) decoding and encoding contractions ~~such as can't;~~ and
 - (xi) identifying and reading at least 100-300 high-frequency words from a research-based list;
 - ~~(xiii) monitoring accuracy of decoding and encoding;~~
- (D) demonstrate print awareness by:
- (i) alphabetizing to the first letter; and
 - (ii) identifying the information that different parts of a book provides ~~such as title, author, illustrator, and table of contents;~~
 - ~~(iii) recognizing the distinguishing features of a sentence such as capitalization of first word and ending punctuation;~~
- (E) develop vocabulary **by** ~~to~~:
- (i) ~~using a variety of resources such as a picture dictionary or use environmental print and digital and web-based resources~~ to find words;
 - (ii) **determining** what words mean from how they are used in grade level text; ~~and~~
 - (iii) **identifying** the meaning of base words with **suffixes affixes** ~~including -ed and -ing; and~~
 - ~~(iv) identify and sort words into conceptual categories such as opposites or living things;~~
- (F) use appropriate rate, accuracy, and prosody when reading grade level text;
- (G) self-select text, and read **text** independently for **increasing a sustained** periods of time; ~~and~~
- (H) **develop handwriting by** printing **complete** words, **sentences** ~~thoughts~~, and answers legibly leaving appropriate spaces between words.
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make and confirm predictions using text features, ~~elements~~, and structures;
 - (D) create mental images to deepen understanding;

Commented [A32]: ER, inserted at the recommendation of Dr. Hill.

Commented [A33]: Moved to 2nd grade for age-appropriateness

Commented [A34]: Streamline

Commented [A35]: Streamline and eliminate redundancy. Addressed in strand 7.

Commented [A36]: Streamline

- (E) make connections to personal experiences, to ideas in other texts, and to the larger community ~~to activate prior knowledge~~;
 - (F) make inferences and use evidence to support understanding;
 - (G) ~~evaluate~~ ~~prioritize~~ information ~~and read~~ to determine what is most important;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe the ~~personal and~~ emotional ~~impact of and personal~~ connections to a variety of sources ~~such as self-selected or teacher-selected texts~~;
 - (B) ~~use text evidence to support an appropriate response~~ ~~explain personal viewpoints and support with text evidence~~;
 - (C) retell texts in ways that maintain meaning and logical order;
 - (D) ~~interact with sources~~ ~~react to a variety of sources~~ ~~read, heard, or viewed~~ in meaningful ways such as illustrating or writing; and
 - (E) respond ~~using newly~~ ~~to various sources~~ ~~embedding~~ acquired vocabulary as appropriate.
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments ~~using the four domains of language as appropriate~~. The student is expected to:
- (A) listen actively and ask relevant questions to clarify information;
 - (B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions;
 - (C) share ideas about the topic under discussion, speak clearly at an appropriate pace, and build on the ideas of others; and
 - (D) recognize effective collaboration.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and ~~diverse~~ texts. The student is expected to:
- (A) ~~develop an understanding of~~ ~~recognize~~ how forms and structures are the same and different within and across genres, including fiction ~~versus nonfiction~~, traditional, informational ~~text~~, persuasive ~~text~~, procedural ~~text~~, and poetry;
 - (B) recognize characteristics ~~and structures~~ of literary text, including:
 - (i) identifying and understanding the main events, ~~including~~ ~~problem~~, and solution in the plot for texts read aloud and independently;
 - (ii) describing the setting ~~with where and when~~;
 - (iii) describing the main character(s) ~~and the reasons for their~~ ~~how their feelings~~ ~~change~~ and actions; ~~and~~
 - (iv) identifying the basic theme ~~such as working together as a community~~; ~~and~~
 - (v) identifying the rhyme, rhythm, repetition, imagery and meaning in a variety of poems; ~~and~~

Commented [A37]: Clarify and simplify language.

Commented [A38]: Analytical response is the most difficult for students and must start early. The wording is open-ended enough to differentiate based on the complexity of the text.

Commented [A39]: Diverse is a broader term that includes all cultures and communities.

Commented [A40]: Removed nonfiction as it is redundant. Informational text is the appropriate term.

Commented [A41]: Structures was deleted since none of the examples listed below are structures.

- (C) recognize characteristics and structures of informational text, including:
- (i) ~~using features, including headings, table of contents, index, glossary, and simple graphics to labels, locate or gain information, explain, or use information;~~ and
 - (ii) ~~discuss~~ how different organizational structures such as description, temporal sequence, and categorical support the main ideas;
- (D) recognize characteristics ~~and structures~~ of persuasive ~~or argumentative~~ text, ~~with adult assistance, including what the author is trying to persuade the reader to think or do;~~ and
- (i) ~~discussing what the author is trying to persuade the reader to think or do;~~
- (E) explore the characteristics of multimodal texts for a variety of purposes.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and discuss the author's purpose for writing text;
 - (B) identify and discuss ~~how the ways authors structure~~ text ~~structure contributes to an~~ author's purpose; and
 - (C) identify and discuss, ~~with adult assistance, the~~ author's use of print and graphic features to achieve specific purposes.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
 - (B) develop drafts in oral, pictorial, or written form by organizing ideas;
 - (C) revise drafts ~~by adding or deleting words, phrases, or sentences;~~
 - (D) edit drafts ~~independently and collaboratively~~ using standard English conventions, ~~of grammar, spelling, capitalization, and punctuation;~~ including:
 - (i) ~~speak in~~ complete sentences ~~and ask questions with correct~~ subject-verb agreement;
 - (ii) ~~use~~ past, present, and future verbs;
 - (iii) ~~use~~ singular, plural, common, ~~and~~ proper nouns;
 - (iv) ~~use~~ descriptive adjectives;
 - (v) ~~use~~ adverbs that convey time;
 - (vi) ~~use~~ prepositions ~~and prepositional phrases;~~
 - (vii) ~~use subject~~ pronouns; ~~including I and me;~~
 - (viii) ~~use~~ capitalization for the beginning of sentences; ~~and~~ the pronoun "I" ~~and names of people;~~ and
 - (ix) use punctuation marks at the end of declarative, exclamatory, and interrogative sentences;
 - (E) publish and share writing ~~with others;~~

Commented [A42]: Streamline and clarify

Commented [A43]: Changed to ensure appropriate formatting.

Commented [A44]: VA

Commented [A45]: Focus here is on the correct use of the preposition.

- (F) use the elements of craft to advance the writer’s purpose when dictating and composing by:
- (i) developing an idea with specific and relevant details ~~and relevance~~;
 - (ii) organizing with structure; and
 - (iii) using intentional word choice;
 - ~~(iv) developing voice;~~
- (G) dictate or compose literary texts, including personal narratives and poetry ~~using genre characteristics and author’s craft, including personal narratives and poetry~~;
- (H) dictate or compose informational texts, using genre characteristics and author’s craft, including procedural;
- (I) dictate or compose persuasive argumentative texts that explain states a personal opinion ~~and reasons using genre characteristics and author’s craft~~; and
- (J) dictate or compose correspondence such as friendly letters; and
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate questions based on teacher-guided topics for formal and informal inquiry with adult assistance;
 - (B) identify sources and gather relevant information to answer the questions with adult assistance understand the research plan with teacher support; and
 - ~~(C) identify possible sources and gather information;~~
 - (C) demonstrate understanding of information gathered.; ~~and~~
 - ~~(D) incorporate digital technology, when appropriate.~~

Commented [A46]: Streamline and address age-appropriateness.

Commented [A47]: Streamline. Collapsed into (B).

Commented [A48]: Streamline. Eliminate redundancy. See (B).

English Language Arts and Reading, Grade 2

(a) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on [academic oracy \(proficiency in oral expression and comprehension\)](#), authentic reading, and [reflective](#) writing to ensure a literate Texas; [they](#) are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. [Although some strands may require more instructional time](#), each strand is of equal value, [may be presented in any order, and should be integrated](#) throughout the year. [It is important to note that encoding \(spelling\) and decoding \(reading\) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities \(encoding\) are provided. Additionally, and](#) students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) [Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas \(Texas Education Agency, STAAR Performance Level Descriptors, 2013\)](#). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (4 3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5 4) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the [English Language Proficiency Standards \(ELPS\)](#) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the [ELPS English Language Proficiency Standards](#) and proficiency-level descriptors located in Chapter 74, Subchapter [A B](#).
- (6 5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels ([Dr. Kate Kinsella, NCLB, 2010](#)). [In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines](#) (Fisher, Frey, & Rothenberg, 2008).

Commented [A49]: These sentences need to be added to any grade level that has student expectations related to encoding/decoding.

Commented [A50]: Recommended by Dr. Hill to leave the skills together because they are reciprocal. *Unlocking Literacy, Effective Decoding and Spelling Instruction*, by Marcia K. Henry

(7.6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(a) Knowledge and skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

(A) develop oral language through listening and speaking by:

- (i) following, restating, and giving oral instructions that involve a short related sequence of actions;
- (ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
- (iii) giving ~~descriptive and~~ informative presentations;
- ~~(iv) actively listening using appropriate body language;~~
- ~~(v) listening to and distinguishing between relevant and irrelevant information;~~
- ~~(iviii) developing social communication such as distinguishing between asking and telling, and identifying strengths in self and others; and~~
- ~~(iv) asking and answering open-ended questions, responding to "wh" questions, including who, what, when, where, and why.~~

(B) demonstrate and apply phonetic knowledge by:

- (i) decoding and encoding ~~complex~~ consonants, trigraphs, and blends; ~~such as ser-, -dge, and -tch in isolation and in context;~~
- (ii) decoding and encoding words with silent letters; ~~including wr, kn, gn, mb, lk, and lf in isolation and in context;~~
- (iii) decoding and encoding multisyllabic words with closed syllables ~~with short vowel sounds such as picnic and monster in isolation and in context;~~
- (iv) decoding and encoding multisyllabic words with open syllables ~~with the long vowel sound such as tidy and open;~~
- (v) decoding and encoding multisyllabic words with vowel-consonant-silent e syllables ~~with the long vowel sound such as in-vite, in isolation and in context;~~
- (vi) decoding and encoding multisyllabic words with vowel digraphs, trigraphs, and diphthongs ~~teams including ue as in cue, ei as in ceiling, ey as in key, ea as in steak, au as in sauce, ui as in suit, and igh as in night in isolation and in context;~~
- (vii) decoding and encoding multisyllabic words with r-controlled syllables ~~such as mer-maid in isolation and in context;~~
- (viii) decoding and encoding words with multisyllabic final stable syllables ~~such as station in isolation and in context;~~
- (ix) encoding spelling base words with inflectional suffixes ~~such as ing and ed;~~
- ~~(x) reading abbreviations such as Mr., and Ave;~~
- (x) decoding and encoding contractions ~~such as haven't;~~
- (xi) reading and spelling at least 300-500 high-frequency words from a research-based list; and

Commented [A51]: Streamline. Eliminated (iv)-(v) - for redundancy. Addressed in other strands.

Commented [A52]: Streamline. This skill will be addressed when teaching correspondence in (7)(J).

- (xii) decoding and encoding words with double consonants in the middle of the word;
- (C) demonstrate print awareness by alphabetizing to the second letter. ~~to:~~
- ~~(ii) use common graphic features to assist in the interpretation of text such as labels, captions, photographs and illustrations; and~~
- ~~(iii) distinguish features of a sentence such as commas and quotation marks; and~~
- (D) develop vocabulary by ~~to:~~
- (i) using ~~use~~ print, and digital, and web-based resources to determine meanings, syllabication and pronunciation to validate understanding of unknown words;
- ~~(ii) use a dictionary, a glossary, digital, and web-based resources to find words and determine meaning;~~
- (ii) using ~~use~~ context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;
- (iii) identifying the meaning of base words with affixes including un-, re-, -ly, -er/or, and -ion/ion/sion; and
- (iv) using ~~identify and use~~ antonyms and synonyms;
- (E) use appropriate rate, accuracy, and prosody when reading grade level text;
- (F) self-select text and read independently for a sustained period of time; and
- (G) develop handwriting by accurately forming all upper and lowercase cursive letters using appropriate strokes when connecting letters.
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and confirm predictions using text features, ~~elements~~, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate prioritize information and read to determine what is most important;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe the personal and emotional ~~impact of and personal~~ connections to a variety of sources, ~~such as self-selected or teacher-selected texts~~;
- (B) use text evidence to support an appropriate response ~~explain multiple viewpoints, such as personal and character, and support with text evidence~~;
- (C) paraphrase texts in ways that maintain meaning and logical order;

Commented [A53]: Streamline. Eliminate redundancy. See strand 5.

Commented [A54]: Streamline. Eliminate redundancy. See strand 7.

Commented [A55]: Streamline

Commented [A56]: This skill builds from first grade and when this is taught will be left as a local decision.

- (D) interact with sources ~~react to a variety of sources read, heard, or viewed~~ in meaningful ways such as illustrating or writing; and
- (E) respond using newly ~~to various sources embedding~~ acquired vocabulary as appropriate.
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:
- (A) listen actively, and ask relevant questions to clarify information;
- (B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;
- (C) share ideas about the topic under discussion, speak clearly and to the point, and build on the ideas of others; and
- (D) distinguish between effective and ineffective collaboration.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:
- (A) develop an understanding of ~~recognize~~ how forms and structures are the same and different within and across genres, including ~~fiction versus nonfiction~~, realistic fiction, traditional, animal fantasy, informational text, persuasive text, procedural text, and poetry;
- (B) recognize characteristics ~~and structures~~ of literary text, including:
- (i) identifying and understanding the main events, including problem, and solution in the plot for texts read aloud and independently;
- (ii) describing the importance of the setting or multiple settings;
- (iii) describing the main character(s) and how their feelings and actions change; ~~and~~
- (iv) identifying the basic theme such as treating people fairly; and
- (v) identifying and explaining the elements of poetry, including rhyme, rhythm, repetition, imagery, and theme in narrative and lyrical poems;
- (C) recognize characteristics and structures of informational text, including:
- (i) using features and graphics including subheadings, paragraphs, types, styles, and columns to locate and gain information explain, or use information; and
- (ii) ~~discuss~~ how different organizational structures such as temporal sequence, categorical, and questions/answers support the main ideas;
- (D) recognize characteristics ~~and structures~~ of persuasive ~~or argumentative~~ text, including what the author is trying to persuade the reader to think or do; and
- (i) ~~discussing what the author is trying to persuade the reader to think or do;~~
- (E) recognize the characteristics of multimodal texts for a variety of purposes.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and discuss, ~~with adult assistance~~, an author's purpose for writing text;

Commented [A57]: Diverse is a broader term that includes all cultures and communities.

Commented [A58]: Removed nonfiction as it is redundant. Informational text is the appropriate term.

Commented [A59]: Structures was deleted since none of the examples below are structures.

Commented [A60]: Streamline and clarify

Commented [A61]: Changed to ensure appropriate formatting.

- (B) identify and discuss ~~how, with adult assistance, the ways authors structure~~ text structure contributes to an author's purpose; and
- (C) identify and discuss ~~the, with support, an~~ author's use of print and graphic features to achieve specific purposes;
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts of varying lengths by organizing ideas into a focused piece of writing;
- (C) revise drafts by adding, ~~or deleting, or rearranging~~ words, phrases, or sentences;
- (D) edit drafts ~~independently and collaboratively~~ using standard English conventions, ~~of grammar, spelling, capitalization, and punctuation~~, including:
- (i) ~~use~~ complete sentences with ~~correct~~ subject-verb agreement;
 - (ii) ~~use~~ past, present, and future verbs;
 - (iii) ~~use~~ singular, plural, common, and proper nouns;
 - (iv) ~~use~~ descriptive adjectives, ~~including articles~~;
 - (v) adverbs that convey time;
 - (vi) ~~use~~ prepositions and prepositional phrases;
 - (vii) ~~use subject and object~~ pronouns ~~including he and him~~;
 - ~~(viii) distinguish between declarative and interrogative sentences;~~
 - (viii) ~~use~~ capitalization ~~of for proper nouns~~, months, and days of the week, and the salutation and closing of a letter; and
 - (ix) ~~use~~ punctuation marks at the end of ~~including ending punctuation in~~ sentences, and apostrophes ~~and contractions, and apostrophes and possessives~~; and
 - ~~(x) use resources to find correct spellings;~~
- (E) publish and share writing ~~with others~~;
- (F) use the elements of craft to advance the writer's purpose when composing by:
- (i) developing an idea with specific and relevant details ~~and relevance~~;
 - (ii) organizing with structure;
 - (iii) using intentional word choice;
 - (iv) constructing a variety of sentence lengths; and
 - (v) developing voice;
- (G) compose literary texts, ~~using genre characteristics and author's craft~~, including personal narratives and poetry;
- (H) compose informational texts, ~~using genre characteristics and author's craft such as~~ procedural and reports;
- (I) compose ~~persuasive-argumentative~~ texts that explain states a personal opinion and reasons using genre characteristics and author's craft; and
- (J) compose correspondence, ~~such as friendly letters~~.

Commented [A62]: VA

Commented [A63]: Streamline

(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions ~~based on teacher-guided topics~~ for formal and informal inquiry ~~with adult assistance~~;

~~(B) identify sources and gather relevant information to answer the questions~~ understand the research plan with teacher support;

~~(C) gather information from a variety of sources~~;

(C) recognize primary and secondary sources; and

(D) demonstrate understanding of information gathered.; ~~and~~

~~(E) incorporate digital technology, when appropriate.~~

Commented [A64]: Streamline, VA

Commented [A65]: Streamline. Collapsed into (B)

Commented [A66]: Streamline. Eliminate redundancy. See (B).

DRAFT