

## My Reading Coach Gold

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### Chapter 110.

## Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter A. Elementary

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*Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.*

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### **§110.1. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary.**

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.23(a)-(l) of this title (relating to English Language Arts).

*Source: The provisions of this §110.1 adopted to be effective September 1, 1998, 22 TexReg 7549.*

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### **§110.2. English Language Arts and Reading, Kindergarten.**

#### (a) Introduction.

(1) In Kindergarten, students engage in many activities that help them develop their oral language skills and help them begin to read and write. Kindergarten students take part in language activities that extend their vocabulary and conceptual knowledge. Students learn to follow directions and develop the language of schooling. Students discuss the meanings of words from familiar and conceptually challenging selections read aloud. Students express themselves in complete thoughts. In Kindergarten, students listen to a wide variety of children's literature, including selections from classic and contemporary works. Students also listen to nonfiction and informational material. Students learn to listen attentively and ask and respond to questions and retell stories. Students know simple

story structure and distinguish fiction from nonfiction. Kindergarten students identify and write the letters of the alphabet. Students learn that individual letters are different from printed words, that words have spaces between them, and that print is read from left-to-right and from top-to-bottom. Through meaningful and organized activities, Kindergarten students learn that spoken language is composed of sequences of sounds. Students learn to segment and identify the sounds in spoken words. Students name each letter of the alphabet, begin to associate spoken sounds with the letter or letters that represent them, and begin to use this knowledge to read words and simple stories. In Kindergarten, students write the letters of the alphabet, their names, and other words. Initially, students dictate messages and stories for others to write. Students begin to use their knowledge of sounds and letters to write by themselves.

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

(3) The essential knowledge and skills as well as the student expectations for Kindergarten are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) 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 and skills as well as the student expectations at Kindergarten as described in subsection (b) of this section.

(5) 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.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);

(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(C) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and

(D) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:

(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as *Exit* and *Danger* (K-1);

(B) know that print moves left-to-right across the page and top-to-bottom (K-1);

(C) understand that written words are separated by spaces (K-1);

(D) know the difference between individual letters and printed words (K-1);

(E) know the difference between capital and lowercase letters (K-1);

(F) recognize how readers use capitalization and punctuation to comprehend (K-1);

(G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and

(H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).

(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:

(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);

(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);

(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);

(D) identify and isolate the initial and final sound of a spoken word (K-1);

(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K);  
and

(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:

(A) name and identify each letter of the alphabet (K-1);

(B) understand that written words are composed of letters that represent sounds (K-1); and

(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);

(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and

(C) identify words that name persons, places, or things and words that name actions (K-1).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and

(C) retell or act out the order of important events in stories (K-3).

(10) Reading/literary response. The student responds to various texts. The student is expected to:

(A) listen to stories being read aloud (K-1);

(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);

(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and

(D) describe how illustrations contribute to the text (K-1).

(11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:

(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);

(B) understand simple story structure (K-1);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and

(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).

(12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:

(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);

(B) use pictures, print, and people to gather information and answer questions (K-1);

(C) draw conclusions from information gathered (K-3);  
and

(D) locate important areas of the library/media center (K-1).

(13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(14) Writing/spelling/penmanship. The student develops the foundations of writing. The student is expected to:

(A) write his/her own name and other important words (K-1);

(B) write each letter of the alphabet, both capital and lowercase (K);

(C) use phonological knowledge to map sounds to letters to write messages (K-1);

(D) write messages that move left-to-right and top-to-bottom on the page (K-1); and

(E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K).

(15) Writing/composition. The student composes original texts. The student is expected to:

(A) dictate messages such as news and stories for others to write (K-1);

(B) write labels, notes, and captions for illustrations, possessions, charts, centers (K-1);

(C) write to record ideas and reflections (K-3);

(D) generate ideas before writing on self-selected topics (K-1);

(E) generate ideas before writing on assigned tasks (K-1); and

(F) use available technology to compose text (K-3).

(16) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) record or dictate questions for investigating (K-1); and

(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

*Source: The provisions of this §110.2 adopted to be effective September 1, 1998, 22 TexReg 7549.*

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### **§110.3. English Language Arts and Reading, Grade 1.**

(a) Introduction.

(1) In Grade 1, students continue to develop their oral language and communication skills and move to becoming independent readers and writers. First grade students listen attentively and connect their

experiences and ideas with information and ideas presented in print. Students listen and respond to a wide variety of children's literature, including selections from classic and contemporary works. The stories and informational books students hear introduce them to new vocabulary. Students recognize the distinguishing features of stories, poems, and informational texts. First grade students continue to develop their concepts of how print connects with spoken language. Students understand that spoken language is composed of sequences of sounds and that those sounds are represented by letters. Students can name the letters and know the order of the alphabet and associate sounds with the letter or letters that represent them. Students learn most of the common letter-sound correspondences and use this knowledge to help them decode written words. First grade students regularly read (both orally and silently) in texts of appropriate difficulty with fluency and understanding. Students demonstrate their comprehension by asking and answering questions, retelling stories, predicting outcomes, and making and explaining inferences. First grade students become adept writers. Students know the difference between words, sentences, and paragraphs. First grade students can organize their thoughts and ideas into complete stories or reports. Students use subjects and verbs and are able to write complete sentences using basic capitalization and punctuation. First grade students become more proficient spellers as they learn to spell a number of high-frequency words and words with regularly spelled patterns. The students' messages move from left-to-right and from top-to-bottom and are written with increasing control of penmanship.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 1 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) 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 and skills as well as the student expectations for Grade 1 as described in subsection (b) of this section.

(5) 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.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as in making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);

(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(C) clarify and support spoken messages using appropriate props such as objects, pictures, and charts (K-3); and

(D) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:

(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as *Exit* and *Danger* (K-1);

(B) know that print moves left-to-right across the page and top-to-bottom (K-1);

(C) understand that written words are separated by spaces (K-1);

(D) know the difference between individual letters and printed words (K-1);

(E) know the order of the alphabet (1);

(F) know the difference between capital and lowercase letters (K-1);

(G) recognize how readers use capitalization and punctuation to comprehend (K-1);

(H) understand that spoken words are represented in written language by specific sequences of letters (K-1);

(I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);

(J) recognize that there are correct spellings for words (1); and

(K) recognize the distinguishing features of a paragraph (1).

(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:

(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);

(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);

(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);

(D) identify and isolate the initial and final sound of a spoken word (K-1);

(E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1); and

(F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words,

clearly producing beginning, medial, and final sounds (K-1).

(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:

(A) name and identify each letter of the alphabet (K-1);

(B) understand that written words are composed of letters that represent sounds (K-1);

(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);

(D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as *bl*, *st*, *tr*; consonant digraphs such as *th*, *sh*, *ck*; and vowel digraphs and diphthongs such as *ea*, *ie*, *ee* (1);

(E) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);

(F) decode by using all letter-sound correspondences within regularly spelled words (1-3); and

(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1).

(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) use common spelling patterns to read words (1);

(C) use structural cues to recognize words such as compounds, base words, and inflections such as *-s*, *-es*, *-ed*, and *-ing* (1-2);

(D) identify multisyllabic words by using common syllable patterns (1-3);

(E) recognize high frequency irregular words such as *said*, *was*, *where*, and *is* (1-2);

(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

(9) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1); and

(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

(10) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information (1); and

(B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).

(11) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
- (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and
- (C) identify words that name persons, places, or things and words that name actions (K-1).

(12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

- (A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
- (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);
- (C) retell or act out the order of important events in stories (K-3);
- (D) monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3);
- (E) draw and discuss visual images based on text descriptions (1-3);
- (F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3); and
- (G) identify similarities and differences across texts such as in topics, characters, and problems (1-2).

(13) Reading/literary response. The student responds to various texts. The student is expected to:

- (A) listen to stories being read aloud (K-1);

(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);

(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1);

(D) connect ideas and themes across texts (1-3); and

(E) describe how illustrations contribute to the text (K-1).

(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:

(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);

(B) understand simple story structure (K-1);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);

(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);

(F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1);

(G) analyze characters, including their traits, feelings, relationships, and changes (1-3);

(H) identify the importance of the setting to a story's meaning (1-3); and

(I) recognize the story problem(s) or plot (1-3).

(15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources, including selections read aloud. The student is expected to:

(A) identify relevant questions for inquiry such as "What do pill bugs eat?" (K-3);

(B) use pictures, print, and people to gather information and answer questions (K-1);

(C) draw conclusions from information gathered (K-3);

(D) use alphabetical order to locate information (1-3);

(E) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3); and

(F) locate important areas of the library/media center (K-1).

(16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:

(A) write his/her own name and other important words (K-1);

(B) write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1);

(C) use phonological knowledge to map sounds to letters to write messages (K-1);

(D) write messages that move left-to-right and top-to-bottom on the page (K-1);

(E) gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture (1);

(F) use word and letter spacing and margins to make messages readable (1-2); and

(G) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).

(18) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:

(A) dictate messages such as news and stories for others to write (K-1);

(B) write labels, notes, and captions for illustrations, possessions, charts, and centers (K-1);

(C) write to record ideas and reflections (K-3);

(D) write to discover, develop, and refine ideas (1-3);

(E) write to communicate with a variety of audiences (1-3); and

(F) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(19) Writing/writing processes. The student selects and uses writing processes to compose original text. The student is expected to:

(A) generate ideas before writing on self-selected topics (K-1);

(B) generate ideas before writing on assigned tasks (K-1);

(C) develop drafts (1-3);

(D) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3); and

(E) use available technology to compose text (K-3).

(20) Writing/spelling. The student spells proficiently. The student is expected to:

(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);

(B) write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2);

(C) spell single syllable words that have r-controlled vowels such as in *burn* or *star*; that have the final consonants *f*, *l*, and *s* such as in *miss* or *doll*; and that have *ck* as the final consonants such as in *buck* (1);

(D) use resources to find correct spellings, synonyms, and replacement words (1-3); and

(E) use conventional spelling of familiar words in final drafts (1).

(21) Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage. The student is expected to:

(A) use nouns and verbs in sentences (1); and

(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2).

(22) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:

(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);

(B) respond constructively to others' writing (1-3); and

(C) determine how his/her own writing achieves its purposes (1-3).

(23) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) record or dictate questions for investigating (K-1); and

(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

*Source: The provisions of this §110.3 adopted to be effective September 1, 1998, 22 TexReg 7549.*

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#### **§110.4. English Language Arts and Reading, Grade 2.**

(a) Introduction.

(1) In Grade 2, students read and write independently. Students have many opportunities to use spoken language. Second grade students understand that there are different purposes for speaking and listening. Students know how to attract and hold the attention of their classmates when they make announcements or share a story. Second grade students recognize a large number of words automatically and use a variety of word identification strategies to figure out words they do not immediately recognize. Students read regularly for understanding and fluency in a variety of genres, including selections from classic and contemporary works. Students read texts from which they acquire new information. Students summarize what they read and represent ideas gained from reading with story maps, charts, and drawings. Students use references, including dictionaries and glossaries, to build word meanings and confirm pronunciation. Second grade students revise and edit their own writing to make ideas more clear and precise. Students use appropriate capitalization and punctuation. Students use singular and plural nouns and adjust verbs for agreement. In Grade 2, students' penmanship is characterized by letters that are properly formed, words that are properly spaced, and overall compositions that are legible. Students begin to take simple notes and compile notes into outlines.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 2 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) 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 and skills as well as the student expectations for Grade 2 as described in subsection (b) of this section.

(5) 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.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(B) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and

(C) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) blend initial letter - sounds with common vowel spelling patterns to read words (1-3);

(C) recognize high frequency irregular words such as *said*, *was*, *where*, and *is* (1-2);

(D) identify multisyllabic words by using common syllable patterns (1-3);

(E) use structural cues to recognize words such as compound, base words, and inflections such as *-s*, *-es*, *-ed*, and *-ing* (1-2);

(F) use structural cues such as prefixes and suffixes to recognize words, for example, *un-* and *-ly* (2);

(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);

(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and

(E) read silently for increasing periods of time (2-3).

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

- (A) read classic and contemporary works (2-8);
- (B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and
- (C) read to accomplish various purposes, both assigned and self-selected (2-3).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
- (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);
- (C) develop vocabulary through reading (2-3); and
- (D) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

- (A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
- (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);
- (C) retell or act out the order of important events in stories (K-3);
- (D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help (1-3);
- (E) draw and discuss visual images based on text descriptions (1-3);

(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3);

(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2);

(H) produce summaries of text selections (2-3); and

(I) represent text information in different ways, including story maps, graphs, and charts (2-3).

(10) Reading/literary response. The student responds to various texts. The student is expected to:

(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3);

(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);

(C) support interpretations or conclusions with examples drawn from text (2-3); and

(D) connect ideas and themes across texts (1-3).

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:

(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);

(B) identify text as written for entertainment (narrative) or for information (expository) (2);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts) (2);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);

(H) analyze characters, including their traits, relationships, and changes (1-3);

(I) identify the importance of the setting to a story's meaning (1-3); and

(J) recognize the story problem(s) or plot (1-3).

(12) Reading inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:

(A) identify relevant questions for inquiry such as "Why do birds build different kinds of nests?" (K-3);

(B) use alphabetical order to locate information (1-3);

(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);

(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);

(E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3);

(F) locate and use important areas of the library media center (2-3);

(G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3); and

(H) draw conclusions from information gathered (K-3).

(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:

(A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The student is expected to:

(A) write to record ideas and reflections (K-3);

(B) write to discover, develop, and refine ideas (1-3);

(C) write to communicate with a variety of audiences (1-3); and

(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing (2);

(B) use word and letter spacing and margins to make messages readable (1-2);

(C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2); and

(D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks (2).

(16) Writing/spelling. The student spells proficiently. The student is expected to:

- (A) use resources to find correct spellings, synonyms, and replacement words (1-3);
- (B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- (C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2); and
- (D) write with more proficient use of orthographic patterns and rules such as *keep/cap*, *sack/book*, *out/cow*, consonant doubling, dropping *e*, and changing *y* to *i* (2).

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:

- (A) use singular and plural forms of regular nouns (2);
- (B) compose complete sentences in written texts and use the appropriate end punctuation (1-2);
- (C) compose sentences with interesting, elaborated subjects (2-3); and
- (D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including *to be*, in final drafts (2-3).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

- (A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);
- (B) develop drafts (1-3);
- (C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);

(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3);

(E) use available technology for aspects of writing, including word processing, spell checking, and printing (2-3); and

(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3).

(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:

(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);

(B) respond constructively to others' writing (1-3);

(C) determine how his/her own writing achieves its purposes (1-3);

(D) use published pieces as models for writing (2-3); and

(E) review a collection of his/her own written work to monitor growth as a writer (2-3).

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) write or dictate questions for investigating (2-3);

(B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);

(C) take simple notes from relevant sources such as classroom guests, information books, and media sources (2-3); and

(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).

*Source: The provisions of this §110.4 adopted to be effective September 1, 1998, 22 TexReg 7549.*

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### **§110.5. English Language Arts and Reading, Grade 3.**

(a) Introduction.

(1) In Grade 3, students read and write more independently than in any previous grade and spend significant blocks of time engaged in reading and writing on their own as well as in assigned tasks and projects. Students listen critically to spoken messages, think about their own contributions to discussions, and plan their oral presentations. Third grade students read grade-level material fluently and with comprehension. Students use root words, prefixes, suffixes, and derivational endings to recognize words. Students demonstrate knowledge of synonyms, antonyms, and multi-meaning words. Students are beginning to distinguish fact from opinion in texts. During class discussions, third grade students support their ideas and inferences by citing portions of the text being discussed. Students read in a variety of genres, including realistic and imaginative fiction, nonfiction, and poetry from classic and contemporary works. Third grade students write with more complex capitalization and punctuation such as proper nouns and commas in a series. Students write with more proficient spelling of contractions and homonyms. Third grade students write longer and more elaborate sentences and organize their writing into larger units of text. Students write several drafts to produce a final product. Students revise their writing to improve coherence, progression, and logic, and edit final drafts to reflect standard grammar and usage. Students master manuscript writing and may begin to use cursive writing.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 3 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) 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 and skills as well as the student expectations for Grade 3 as described in subsection (b) of this section.

(5) 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.

(6) It is the goal of the state that all children read on grade level by the end of Grade 3 and continue to read on grade level or higher throughout their schooling.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and

(C) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);

(C) identify multisyllabic words by using common syllable patterns (1-3);

(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);

(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);

(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and

(E) read silently for increasing periods of time (2-3).

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and

(C) read to accomplish various purposes, both assigned and self-selected (2-3).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);

(B) develop vocabulary through reading (2-3);

(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and

(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);

(C) retell or act out the order of important events in stories (K-3);

(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);

(E) draw and discuss visual images based on text descriptions (1-3);

(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);

(G) identify similarities and differences across texts such as in topics, characters, and themes (3);

(H) produce summaries of text selections (2-3);

(I) represent text information in different ways, including story maps, graphs, and charts (2-3);

(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and

(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).

(10) Reading/literary response. The student responds to various texts. The student is expected to:

(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);

(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);

(C) support interpretations or conclusions with examples drawn from text (2-3); and

(D) connect ideas and themes across texts (1-3).

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:

(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);

(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);

(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);

(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3);

(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);

(I) identify the importance of the setting to a story's meaning (1-3); and

(J) recognize the story problem(s) or plot (1-3).

(12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:

(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);

(B) use alphabetical order to locate information (1-3);

(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);

(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);

(E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3);

(F) locate and use important areas of the library media center (2-3);

(G) organize information in systematic ways, including notes, charts, and labels (3);

(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3);

(I) use compiled information and knowledge to raise additional, unanswered questions (3); and

(J) draw conclusions from information gathered (K-3).

(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:

(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:

(A) write to record ideas and reflections (K-3);

(B) write to discover, develop, and refine ideas (1-3);

(C) write to communicate with a variety of audiences (1-3); and

(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(A) gain more proficient control of all aspects of penmanship (3); and

(B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as *can't* and possessives such as *Robin's*, quotation marks, proper nouns, and abbreviations with increasing accuracy (3).

(16) Writing/spelling. The student spells proficiently. The student is expected to:

(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (*hop*), consonant-vowel-consonant-silent e (CVCe) (*hope*), and one-syllable words with blends (*drop*) (1-3);

(B) spell multisyllabic words using regularly spelled phonogram patterns (3);

(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final *e* when such endings as *-ing*, *-ed*, or *-able* are added (3);

(D) write with more proficient use of orthographic patterns and rules such as *oil/toy*, *match/speech*, *badge/cage*, consonant doubling, dropping *e*, and changing *y* to *i* (3);

(E) write with more proficient spelling of contractions, compounds, and homonyms such as *hair-hare* and *bear-bare* (3);

(F) write with accurate spelling of syllable constructions such as closed, open, consonant before *-le*, and syllable boundary patterns (3-6);

(G) spell words ending in *-tion* and *-sion* such as *station* and *procession* (3); and

(H) use resources to find correct spellings, synonyms, or replacement words (1-3).

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:

(A) use correct irregular plurals such as *sheep* (3);

- (B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);
- (C) compose elaborated sentences in written texts and use the appropriate end punctuation (3);
- (D) compose sentences with interesting, elaborated subjects (2-3); and
- (E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including *to be*, in final drafts (2-3).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

- (A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);
- (B) develop drafts (1-3);
- (C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);
- (D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);
- (E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and
- (F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).

(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:

- (A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);
- (B) respond constructively to others' writing (1-3);

(C) determine how his/her own writing achieves its purposes (1-3);

(D) use published pieces as models for writing (2-3); and

(E) review a collection of his/her own written work to monitor growth as a writer (2-3).

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) write or dictate questions for investigating (2-3);

(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);

(C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and

(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).

*Source: The provisions of this §110.5 adopted to be effective September 1, 1998, 22 TexReg 7549*

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#### **§110.6. English Language Arts and Reading, Grade 4.**

(a) Introduction.

(1) In Grade 4, students spend significant blocks of time engaged in reading and writing independently. Fourth grade students are critical listeners and analyze a speaker's intent such as to entertain or to persuade. When speaking, they adapt their language to the audience, purpose, and occasion. Students continue to read classic and contemporary selections. Fourth grade students read with a growing interest in a wide variety of topics and adjust their reading approach to various forms of texts. Students expand their vocabulary systematically across the curriculum. Students read for meaning and can paraphrase texts. Students are able to connect, compare, and contrast ideas. Fourth grade students can identify and follow varied text structures such as chronologies and cause and effect. Students produce summaries of texts and engage in more sophisticated analysis of characters, plots, and settings. Fourth grade students are able to select and use different forms of writing for specific purposes such as to inform,

persuade, or entertain. Their writing takes on style and voice. Fourth grade students write in complete sentences. Students vary sentence structure and use adjectives, adverbs, prepositional phrases, and conjunctions. Fourth grade students are proficient spellers. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students can produce a final, polished copy of a written composition. Fourth grade students understand and use visual media and can compare and contrast visual media to print.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 4 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) 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 and skills as well as the student expectations for Grade 4 as described in subsection (b) of this section.

(5) 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.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8); and

(C) understand the major ideas and supporting evidence in spoken messages (4-8).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker' s message(s). The student is expected to:

(A) interpret speakers' message(both verbal and nonverbal), purposes, and perspectives (4-8);

(B) identify and analyze a speaker' s persuasive techniques such as promises, dares, and flattery (4-5);

(C) distinguish between the speaker' s opinion and verifiable fact (4-8); and

(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).

(3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

(B) describe how the language of literature affects the listener (4-5); and

(C) assess how language choice and delivery affect the tone of the message (4-5).

(4) Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);

(B) compare oral traditions across regions and cultures (4-8); and

(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(E) give precise directions and instructions such as in games and tasks (4-5); and

(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

(6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) use structural analysis to identify root words with prefixes such as *dis-*, *non-*, *in-*; and suffixes such as *-ness*, *-tion*, *-able* (4-6); and

(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than

approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4);

(C) demonstrate characteristics of fluent and effective reading (4-6);

(D) adjust reading rate based on purposes for reading (4-8);

(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(F) read silently with increasing ease for longer periods (4-8).

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer' s craft, and to discover models for his/her own writing (4-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);

(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, *un-* (4-8); and

(E) study word meanings systematically such as across curricular content areas and through current events (4-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text' s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text' s main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like

questions such as multiple choice, true-false, and short answer (4-8); and

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);

(B) recognize that authors organize information in specific ways (4-5);

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(I) recognize and analyze story plot, setting, and problem resolution (4-8); and

(J) describe how the author's perspective or point of view affects the text (4-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) form and revise questions for investigations, including questions arising from interests and units of study (4-5);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8);

(F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5);

(G) draw conclusions from information gathered from multiple sources (4-8); and

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) compare text events with his/her own and other readers' experiences (4-8);
- (B) determine distinctive and common characteristics of cultures through wide reading (4-8); and
- (C) articulate and discuss themes and connections that cross cultures (4-8).

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:

- (A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);
- (B) write to influence such as to persuade, argue, and request (4-8);
- (C) write to inform such as to explain, describe, report, and narrate (4-8);
- (D) write to entertain such as to compose humorous poems or short stories (4-8);
- (E) exhibit an identifiable voice in personal narratives and in stories (4-5); and
- (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5).

(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to:

- (A) write legibly by selecting cursive or manuscript as appropriate (4-8); and
- (B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using

possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).

(17) Writing/spelling. The student spells proficiently. The student is expected to:

(A) write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns (3-6);

(B) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*, inflections such as those that change tense or number, suffixes such as *-able* or *-less*, and prefixes such as *re-* or *un-* (4-6);

(C) use resources to find correct spellings (4-8); and

(D) spell accurately in final drafts (4-8).

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(A) use regular and irregular plurals correctly (4-6);

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use conjunctions to connect ideas meaningfully (4-5);

(G) write with increasing accuracy when using apostrophes in contractions such as *it'* and possessives such as *Jan'* (4-8); and

(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5).

(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8);  
and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

(20) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writings (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

(21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8); and

(F) evaluate his/her own research and raise new questions for further investigation (4-8).

(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and

(B) correspond with peers or others via e-mail or conventional mail (4-8).

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text' s meanings (4-8);

(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8).

(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8); and

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

*Source: The provisions of this §110.6 adopted to be effective September 1, 1998, 22 TexReg 7549.*

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## **§110.7. English Language Arts and Reading, Grade 5.**

### **(a) Introduction.**

(1) In Grade 5, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Fifth grade students can identify a speaker's persuasive technique such as promises, dares, and flattery in presentations. Students read from classic and contemporary selections and informational text. Fifth grade students are able to judge the internal consistency or logic of stories and texts. Students recognize the way an author organizes information and engage in more sophisticated analysis of characters, plots, and settings. Fifth grade students are able to select and use different forms

of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use conjunctions to connect ideas. Students are able to use literary devices such as suspense, dialogue, and figurative language in their writing. Fifth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Fifth grade students search out multiple texts to complete research reports or projects. Students use visuals to support their research projects.

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

(3) The essential knowledge and skills as well as the student expectations for Grade 5 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) 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 and skills as well as the student expectations for Grade 5 as described in subsection (b) of this section.

(5) 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.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8); and

(C) understand the major ideas and supporting evidence in spoken messages (4-8).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker' s message(s). The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(B) identify and analyze a speaker' s persuasive techniques such as promises, dares, and flattery (4-5);

(C) distinguish between the speaker' s opinion and verifiable fact (4-8); and

(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

(B) describe how the language of literature affects the listener (4-5); and

(C) assess how language choice and delivery affect the tone of the message (4-5).

(4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);

(B) compare oral traditions across regions and cultures (4-8); and

(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(E) give precise directions and instructions such as for games and tasks (4-5); and

(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

(6) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) use structural analysis to identify root words with prefixes such as *dis-*, *non-*, and *in-*; and suffixes such as *-ness*, *-tion*, and *-able* (4-6); and

(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than

approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 wpm) (5);

(C) demonstrate characteristics of fluent and effective reading (4-6);

(D) adjust reading rate based on purposes for reading (4-8);

(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(F) read silently with increasing ease for longer periods (4-8).

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);

(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, and *un-* (4-8); and

(E) study word meanings systematically such as across curricular content areas and through current events (4-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text' s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text' s main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like

questions such as multiple choice, true-false, and short-answer (4-8); and

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);

(B) recognize that authors organize information in specific ways (4-5);

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(I) recognize and analyze story plot, setting, and problem resolution (4-8); and

(J) describe how the author' s perspective or point of view affects the text (4-8).

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) form and revise questions for investigations, including questions arising from interest and units of study (4-5);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

(F) produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5);

(G) draw conclusions from information gathered from multiple sources (4-8); and

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) compare text events with his/her own and other readers' experiences (4-8);
- (B) determine distinctive and common characteristics of cultures through wide reading (4-8); and
- (C) articulate and discuss themes and connections that cross cultures (4-8).

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:

- (A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);
- (B) write to influence such as to persuade, argue, and request (4-8);
- (C) write to inform such as to explain, describe, report, and narrate (4-8);
- (D) write to entertain such as to compose humorous poems or short stories (4-8);
- (E) exhibit an identifiable voice in personal narratives and in stories (4-5);
- (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5); and
- (G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8).

(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:

- (A) write legibly by selecting cursive or manuscript as appropriate (4-8); and

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).

(17) Writing/spelling. The student spells proficiently. The student is expected to:

(A) write with accurate spelling of syllable constructions, including closed, open, consonant before *-le*, and syllable boundary patterns (3-6);

(B) write with accurate spelling of roots such as *drink*, *speak*, *read*, or *happy*, inflections such as those that change tense or number, suffixes such as *-able* or *-less*, and prefixes such as *re-* or *un-* (4-6);

(C) use resources to find correct spellings (4-8); and

(D) spell accurately in final drafts (4-8).

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(A) use regular and irregular plurals correctly (4-6);

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use conjunctions to connect ideas meaningfully (4-5);

(G) write with increasing accuracy when using apostrophes in contractions such as *it'* and possessives such as *Jan'* (4-8); and

(H) write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?" (4-5).

(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);

(D) revise drafts for coherence, progression, and logical support of ideas (4-8);

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(H) proofread his/her own writing and that of others (4-8);  
and

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).

(20) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:

(A) apply criteria to evaluate writing (4-8);

(B) respond in constructive ways to others' writing (4-8);

(C) evaluate how well his/her own writing achieves its purposes (4-8);

(D) analyze published examples as models for writing (4-8); and

(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).

(21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8); and

(F) evaluate his/her own research and raise new questions for further investigation (4-8).

(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and

(B) correspond with peers or others via e-mail or conventional mail (4-8).

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8); and

(C) use media to compare ideas and points of view (4-8).

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and

(B) compare and contrast print, visual, and electronic media such as film with written story (4-8).

(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8); and

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

*Source: The provisions of this §110.7 adopted to be effective September 1, 1998, 22 TexReg 7549.*