Introduction: The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are cumulative - students will continue to address earlier standards as needed while they attend to standards for their grade. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Figure 19		
	Fig.19(D)*	make inferences about text using textual evidence to support understanding
	Fig.19(E)*	retell important events in stories in logical order
	Fig.19(F)*	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

TEKS	Genre	Literary Texts | Knowledge and Skills Statement
2.9	Fiction*	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
2.7	Poetry*	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
2.8	Drama	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
2.10	Literary Nonfiction*	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
2.16	Media Literacy* (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

TEKS	Genre	Informational Texts | Knowledge and Skills Statement
2.14	Expository*	Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding.
2.15	Procedural* (embedded)	Students understand how to glean and use information in procedural texts and documents.
2.16	Media Literacy (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

Rptg Cat	Genre	Readiness Standards		Supporting Standards		Figure 19
1 Understanding and Analysis Across Genres	Across Genres	2.5(A)*	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)	2.3(A)	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions	Fig.19(F) taught but not assessed until grade 4 STAAR*
		2.5(B)*	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words	2.3(B)*	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	
				2.5(C)*	identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning	
				2.5(D)*	alphabetize a series of words and use a dictionary or a glossary to find words	

NOTE: The classification of standards on this snapshot represents the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications.

= Aligned with STAAR Assessed Curriculum

Figure 19	Fig.19(D)* make inferences about text using textual evidence to support understanding
	Fig.19(E)* retell important events in stories in logical order
	Fig.19(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

Rptg Cat	Genre	Readiness Standards Specific to Genre	Supporting Standards Specific to Genre	Figure 19
2 Understanding and Analysis of Literary Texts	Fiction	2.9(A)* describe similarities and differences in the plots and settings of several works by the same author 2.9(B)* describe main characters in works of fiction, including their traits, motivations, and feelings	2.6(A)* identify moral lessons as themes in well-known fables, legends, myths, or stories 2.6(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot	2.9 Fig.19(D)* 2.9 Fig.19(E)
	Poetry		2.7(A)* describe how rhyme, rhythm, and repetition interact to create images in poetry	2.7 Fig.19(D)* 2.7 Fig.19(E)*
	Drama		2.8(A) identify the elements of dialogue and use them in informal plays	2.8 Fig.19(D)* 2.8 Fig.19(E)*
	Literary Nonfiction		2.10(A)* distinguish between fiction and nonfiction	2.10 Fig.19(D)* 2.10 Fig.19(E)*
	Standards Assessed Across/Embedded Literary Genres			
			2.11(A) recognize that some words and phrases have literal and non-literal meanings (e.g., take steps) 2.16(A) recognize different purposes of media (e.g., informational, entertainment) 2.16(B) describe techniques used to create media messages (e.g., sound, graphics) 2.16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game)	2.16 Fig.19(D)*
3 Understanding and Analysis of Informational Texts	Expository	2.14(A)* identify the main idea in a text and distinguish it from the topic 2.14(B)* locate the facts that are clearly stated in a text 2.14(C)* describe the order of events or ideas in a text 2.14(D)* use text features (e.g., table of contents, index, headings) to locate specific information in text		2.14 Fig.19(D)* 2.14 Fig.19(E)*
	Standards Assessed Across/Embedded informational Genres			
			2.13(A)* identify the topic and explain the author's purpose in writing the text 2.15(A) follow written multi-step directions 2.15(B)* use common graphic features to assist in the interpretation of text (e.g., captions, illustrations) 2.16(A) recognize different purposes of media (e.g., informational, entertainment) 2.16(B) describe techniques used to create media messages (e.g., sound, graphics) 2.16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game)	2.16 Fig19(D)*

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Reading Processes

Reading/Beginning Reading Skills/Print Awareness

2.1   distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks)

Reading/Beginning Reading/Strategies

2.3(C)   establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

Reading/Fluency

2.4   read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension

Reading/Beginning Reading Skills/Phonics

2.2(A)   decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:
(i) single letters (consonants and vowels)
(ii) consonant blends (e.g., thr, spl)
(iii) consonant digraphs (e.g., ng, ck, ph)
(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou)

2.2(B)   use common syllabication patterns to decode words including:
(i) closed syllable (CVC) (e.g., pic-nic, mon-ster)
(ii) open syllable (CV) (e.g., ti-ger)
(iii) final stable syllable (e.g., sta-tion, tum-ble)
(iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape)
(v) r-controlled vowels (e.g., per-fect, cor-ner)
(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)

2.2(C)   decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant)

2.2(D)   read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful)

2.2(E)   identify and read abbreviations (e.g., Mr., Ave.)

2.2(F)   identify and read contractions (e.g., haven't, it's)

2.2(G)   identify and read at least 300 high-frequency words from a commonly used list

2.2(H)   monitor accuracy of decoding

Research

Research

2.24(A)   generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics

2.24(B)   decide what sources of information might be relevant to answer these questions

2.25(A)   gather evidence from available sources (natural and personal) as well as from interviews with local experts

2.25(B)   use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information

2.25(C)   record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)

2.26   revise the topic as a result of answers to initial research questions

2.27   create a visual display or dramatization to convey the results of the research

Listening and Speaking

Listening and Speaking

2.28(A)   listen attentively to speakers and ask relevant questions to clarify information

2.28(B)   follow, restate, and give oral instructions that involve a short related sequence of actions

2.29   share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language

2.30   follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions