

The TEKS Correlated to **Gems by George!** are in bold and are underlined.

The Text Reference Pages from the **Gems by George!** Materials are in red.

§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);

All 10 titles, pages 3,5,7,9,11,13, 15

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

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

All 10 titles, pages 2,4,6,8,10,12,14

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

All 10 titles, Inside Front Cover

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

All 10 titles, pages, 2-15

(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

Pages 1-16 in: American Symbols, Let's Move!, Celebrate Kwanzaa!, Monumental America

(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);

All 10 titles, pages 2,4,6,8,10,12,14

(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);

All 10 titles, pages 2,4,6,8,10,12,14

(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).

All 10 titles, pages, 2-15

(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);

All pages in the following books:

A Trip to the Moon
From Eggs to Geese
Let's Move

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

All 10 titles, pages, 2-15

(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

All pages in the following books:

Baby Animals
Storm Watch
Under the Waves

(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

All 10 titles, pages, 2-15; All 10 Audio CDs and Go Readers

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

All 10 titles, pages, 2-15

(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);

All 10 titles, pages, 2-15

(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).

All 10 titles, pages, 2-16; All 10 Audio CDs and Go Readers

(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);

All 10 titles, Inside Front Cover and pages 2-15,

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

All 10 titles, Inside Front Cover

(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);

All titles, Inside Front and Back Covers

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

All 10 titles, Inside Back Covers, and pages 2,4,6,8,10,12,14

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

Main Idea/ Supporting Details – American Symbols, TE pages 88-91

Cause and Effect – Storm Watch, TE pages 352-355

Making Predictions – Under the Waves, TE pages 396-399

Inferring/ Drawing Conclusions – Monumental America, TE pages 308-311

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

Compare and Contrast – Let's Move!, TE pages 264-267

Problem Solving – Weird Bugs, TE pages 440-443

(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);

All 10 titles, Inside Back Covers

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

All 10 titles, Inside Back Covers, and:

Inferring/ Drawing Conclusions – Monumental America, TE pages 308-311

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

All 10 titles, pages 1-15

(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);

All 10 titles, pages 1-15

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

All 10 titles, pages 1-15 and:

Fact and Opinion, A Trip to the Moon TE pages 44-47

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

Poetry pages of the following books:

From Eggs to Geese, p.15

Monumental America, p.15

Storm Watch, p.5

(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);

All 10 titles, pages 1 and 16; All 10 titles, Visual Text page w/chart, map, graph, diagram, etc.

AND

Poetry pages of the following books:

From Eggs to Geese, p.15

Monumental America, p.15

Storm Watch, p.5

(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);

All 10 titles, page 16

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

All 10 titles, pages 1,2,4,6,8,10,12,14,16

(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);

All 10 titles, Visual Text page w/chart, map, graph, diagram, etc.

(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).

All 10 titles, Inside Back Cover and:

Inferring/ Drawing Conclusions – Monumental America, TE pages 306-309

(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

Pages 1-16 in: American Symbols, Let's Move!, Celebrate Kwanzaa!, Monumental America

(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);

All 10 titles, Inside Back Cover, and Gems TE pages 48-49, 92-93, 136-137, 180-181, 224-225, 268-269, 312-313, 356-357, 400-401, and 444-445.

(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);

All10 titles, Inside Back Cover.

(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 Tex Reg 7549.

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The Text Reference Pages from the *Gems by George!* Materials are in red.

§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 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);

All 10 titles, pages 3, 5,7,9,11,13, 15

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

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

All 10 titles, pages 2,4,6,8,10,12,14

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

All 10 titles, Inside Front Cover

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

All 10 titles, pages, 2-15

(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

Pages 1-16 in: American Symbols, Let's Move!, Celebrate Kwanzaa!, Monumental America,

(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);

All 10 titles, pages 2,4,6,8,10,12,14

(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);

All 10 titles, pages 2,4,6,8,10,12,14

(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 multi-syllabic 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).

All 10 titles, pages 2-15

(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);

All pages in the following books:

A Trip to the Moon
From Eggs to Geese
Let's Move!

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

All 10 titles, pages, 2-15

(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

All pages in the following books:

Baby Animals
Storm Watch
Under the Waves

(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

All 10 titles, pages, 2-15; All 10 Audio CDs and the Go Reader.

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

All 10 titles, pages, 2-15

(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);

All 10 titles, pages 2-15

(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

All 10 titles, pages, 2-16; All 10 Audio CDs and the Go Reader

(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);

All 10 titles, Inside Front Cover and pages 2-15,

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

All 10 titles, Inside Front Cover

(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);

All 10 titles, Inside Front and Back Covers

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

All 10 titles, Inside Back Covers, and pages 2,4,6,8,10,12,14

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

Main Idea/ Supporting Details, American Symbols, TE pages 88-91

Cause and Effect, Storm Watch, TE pages 352-355

Making Predictions, Under the Waves, TE pages 396-399

Inferring/ Drawing Conclusions, Monumental America, TE pages 308-311

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

Compare and Contrast, Let's Move! TE pages 264-267

Problem Solving, Weird Bugs, TE pages 440-443

(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

Fact and Opinion, A Trip to the Moon, TE pages 44-47

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

Open Ended Questions, All 10 titles, Inside Front covers and pages 2,4,6,8,10,12,14

(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);

All 10 titles, Inside Back Covers

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

All 10 titles, Inside Back Covers, and

Inferring/ Drawing Conclusions, Monumental America TE pages 308-311

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

All 10 titles, pages 1-15

(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);

All 10 titles, pages 1-15 and:

Fact and Opinion, A Trip to the Moon TE pages 44-47

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

All 10 titles, pages 1 and 16; All 10 titles visual text page w/chart, map, graph, diagram, etc.

And:

Poetry pages of the following books:

From Eggs to Geese, p.15

Monumental America, p.15

Storm Watch, p.5

(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);

All 10 titles, page 16

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

All 10 titles, pages 1,2,4,6,8,10,12,14,16

(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);

All 10 titles, Visual Text page w/chart, map, graph, diagram, etc.

(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

All 10 titles, pages 2-15;

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

All 10 titles, Inside Back Cover and:

Inferring/ Drawing Conclusions, Monumental America TE pages 306-309

(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

Pages 1-16 in: American Symbols, Let's Move!, Celebrate Kwanzaa!, Monumental America,

(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);

All 10 titles, Inside Back Cover, and T.E. pages 48-49, 92-93, 136-137, 180-181, 224-225, 268-269, 312-313, 356-357, 400-401, and 444-445

(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);

All 10 titles, Inside Back Cover.

(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
