Instructional Focus Document
Grade 2 English Language Arts and Reading

TITLE : Unit 02: Readers Respond to the Author's Purpose   **SUGGESTED DURATION :** 20 days

UNIT OVERVIEW
This unit bundles student expectations that address multifaceted relationships between what is written and what is spoken, which leads to understanding the purposes for reading, writing, speaking, and listening. Patterns and conventions continue to be introduced and practiced to reinforce fluency and comprehension during shared reading, independent reading, and writing.
Prior to this unit, students explored oral and written communication to support literacy development in print awareness, phonological awareness, phonics, fluency, vocabulary, and comprehension. During this unit, students explore a variety of literary works, informational text, and media to establish purposes for reading and writing. Students identify topics and respond to text through writing by explaining the authors' purposes. They continue to process sound/symbol relationships to encode and decode words as they become fluent readers and writers. Strategies and processes, such as making and confirming predictions, and connections are practiced and reinforced in order to monitor and adjust comprehension. Students continue to generate ideas in order to create and publish stories with a clear beginning, middle, and end. They establish more control of penmanship, spelling, capitalization, punctuation, and grammar. In Unit 03, students use their understanding of the connections between the components, processes, and strategies to establish a continuum and fluid motion in reading and writing, while investigating literary works.

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS

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ELAR Grade 2 Unit 02 – Performance Assessment 1 **Click on the PA title to view related rubric.** Read aloud a provided list of multisyllabic words with common spelling patterns (VCe, r-controlled, common prefixes/suffixes and contractions). Write words dictated by the teacher to demonstrate understanding of spelling and syllable patterns (complex consonants, -r controlled vowels, VCe, and inflectional endings. Standard(s): **2.2B.iv**, **2.2B.v**, **2.2C**, **2.2D**, **2.2F**, **2.23A**, **2.23B.i**, **2.23B.ii**, **2.23B.iii**, **2.23D**, **ELPS.c.4A**, **ELPS.c.4B**, **ELPS.c.4C**, **ELPS.c.4D**, **ELPS.c.5A**, **ELPS.c.5B**, **ELPS.c.5C**	Patterns – Phonics, Spelling	Awareness of word patterns supports the development of word reading, fluency, and spelling.
ELAR Grade 2 Unit 02 – Performance Assessment 2 **Click on the PA title to view related rubric.** In a small group, act out events from a fictional story read aloud or independently to demonstrate understanding of the sequence of events and character traits in the story. Standard(s): **2.9B**, **2.29A**, **2.30A**, **2.Fig19E**, **ELPS.c.1C**, **ELPS.c.2D**, **ELPS.c.2G**, **ELPS.c.3C**, **ELPS.c.3E**, **ELPS.c.3H**, **ELPS.c.4G**, **ELPS.c.4I**	Interpretation – Understanding	Readers use strategies to support understanding of text.

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PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
ELAR Grade 2 Unit 02 – Performance Assessment 3 **Click on the PA title to view related rubric.** Using the writing process and appropriate written conventions, write a brief story or composition to entertain or to provide information. Following agreed upon rules for listening and speaking, share your composition with others. Standard(s): **2.17A**, **2.17B**, **2.17C**, **2.17D**, **2.17E**, **2.18A** , **2.19A**, **2.21B**, **2.22A**, **2.23A**, **2.23F**, **2.28A**, **2.29A**, **2.30A**, **ELPS.c.2D**, **ELPS.c.2G**, **ELPS.c.2H**, **ELPS.c.2I**, **ELPS.c.3C**, **ELPS.c.3D**, **ELPS.c.3G**, **ELPS.c.3H**, **ELPS.c.4D**, **ELPS.c.5C**, **ELPS.c.5D**, **ELPS.c.5E**, **ELPS.c.5F**, **ELPS.c.5G**	Purpose – Entertain, Inform	Writers use personal experiences to develop stories which they communicate with others.
	Conventions – Written Conventions	Writers use conventions of written language to communicate clearly and effectively.

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ELAR Grade 2 Unit 02 – Performance Assessment 4 **Click on the PA title to view related rubric.** Write multiple brief notebook entries to record thoughts, connections, and/or strategies that deepen understanding of texts and media. Provide evidence from the text to support ideas. Standard(s): **2.3A**, **2.3B**, **2.3C**, **2.5B**, **2.16A**, **2.19C**, **2.Fig19A**, **2.Fig19B**, **2.Fig19E**, **2.Fig19F**, **ELPS.c.1E**, **ELPS.c.4D**, **ELPS.c.4F**, **ELPS.c.4G**, **ELPS.c.4I**, **ELPS.c.4J**, **ELPS.c.4K**, **ELPS.c.5G**	Forms – Fiction, Literary Nonfiction, Poetry, Drama, Expository, Media Interpretation – Reflection Purpose – Entertain, Inform Perception – Interest	Readers use strategies to support understanding of text.
		Authors write for a purpose and readers choose text to reflect purpose and interest.

⚠ MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS
- None identified

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UNIT VOCABULARY
Purpose – **the intended goal of a piece of writing; the reason a person writes**   **Inference** – **a logical guess made by connecting bits of information.** Readers make inferences by drawing conclusions, making generalizations, and making predictions.   **Fable** – fictional tale that teaches a moral lesson, entertains, and often includes animals with human characteristics   **Legend** – a traditional or historical story that is believed to be true by many, but has not been verified as fact.   **Myth** – **a body of traditional or sacred stories to explain a belief or a natural happening**   **Plot** – **the basic sequence of events in a story.** The plot includes the problem and solution.   **Setting** – **time and place in which a narrative occurs** (past, future, present, real, imaginary)   **Context** – **the words, sentences, or passages that precede or follow a specific word, sentence, or passage**

UNIT ASSESSMENT ITEMS	SYSTEM RESOURCES
Unit Assessment Items that have been published by your district may be accessed through **Search All Components** in the District Resources tab. Assessment items may also be found using the Assessment Creator if your district has granted access to that tool.	**ELAR Grade 2 Phonics Scope and Sequence** **ELAR Kinder – Grade 3 Conventions Alignment Tools**

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
This chart provides an organizational structure for the TEKS included in this unit. Ongoing TEKS may be reviewed during whole group and small group instruction or applied by students through meaningful practice.			

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INSTRUCTIONAL COMPONENTS	**TEKS**	**ONGOING TEKS**	**FORMATIVE ASSESSMENT EXAMPLES**
Word Study	**TEKS** **Phonics:** 2.2B.iv, 2.2B.v, 2.2C, 2.2D, 2.2F, 2.2G **Vocabulary Development:** 2.5A, 2.5D **Spelling:** 2.23A, 2.23B.i, 2.23B.ii, 2.23B.iii, 2.23C, 2.23D, 2.23F	**Ongoing TEKS** **Phonics:** 2.2A.i, 2.2A.ii, 2.2A.iii, 2.2B.i, 2.2B.ii, 2.2H	Informal Language Sample Observation Data Teacher-Student Conference Checklist Rubric Reader's Notebook Reading Log Writer's Notebook Word Study Notebook Oral Reading Fluency Check Portfolio
Shared Reading/Independent Reading	**TEKS** **Phonics:** 2.2B.iv, 2.2B.v, 2.2C, 2.2D, 2.2F, 2.2G **Strategies:** 2.3A, 2.3B, 2.3C **Fluency:** 2.4A **Vocabulary Development:**	**Ongoing TEKS** **Print Awareness:** 2.1A **Phonics:** 2.2A.i, 2.2A.ii, 2.2A.iii, 2.2B.i, 2.2B.ii, 2.2H **Independent Reading:** 2.12A	

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	**TEKS**	**ONGOING TEKS**	**FORMATIVE ASSESSMENT EXAMPLES**
	2.5B **Theme and Genre:** 2.6A **Fiction:** 2.9A, 2.9B **Literary Nonfiction:** 2.10A **Culture and History:** 2.13A **Expository Text:** 2.14B, 2.14D **Media Literacy:** 2.16A **Expository and Procedural Texts:** 2.19C **Listening:** 2.28A, 2.28B **Speaking:** 2.29A **Teamwork:** 2.30A **Comprehension Skills:** 2.Fig19A, 2.Fig19B, 2.Fig19C, 2.Fig19D,		

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	**TEKS**	**ONGOING TEKS**	**FORMATIVE ASSESSMENT EXAMPLES**
	2.Fig19E, 2.Fig19F		
Writing	TEKS Writing Process: 2.17A, 2.17B, 2.17C, 2.17D Literary Texts: 2.18A Expository and Procedural Texts: 2.19A Conventions: 2.21A.i, 2.21A.iii, 2.21A.iv, 2.21A.vii, 2.21B, 2.21C Handwriting, Capitalization, and Punctuation: 2.22A, 2.22B.i, 2.22B.ii, 2.22C.i	Ongoing TEKS Print Awareness: 2.1A Writing Process: 2.17E Conventions: 2.21A.ii, 2.21A.v	

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	**TEKS**	**ONGOING TEKS**	**FORMATIVE ASSESSMENT EXAMPLES**
	Spelling: 2.23A, 2.23B.i, 2.23B.ii, 2.23B.iii, 2.23C, 2.23D, 2.23F **Listening:** 2.28A **Speaking:** 2.29A **Teamwork:** 2.30A		

The phase 2 College Readiness English Language Arts and Reading vertical alignment team found that the College Readiness Standards in English Language Arts and Reading are well aligned with the Texas Essential Knowledge and Skills.

TEKS# / SE#	TEKS	UNIT LEVEL SPECIFICITY
	Legend: • ***Bold black text in italics: Knowledge and Skills Statement (TEKS) and Texas College and Career Readiness Standard (TxCCRS)*** • **Bold black text: Student Expectation (TEKS)**	Legend: • Blue text: Supporting information / Clarifications from TCMPC (Specificity) • **Bold blue text:Standards for Ensuring Success from Kindergarten to College and Career Spring 2012 Update, 2012 Texas Education Agency/University of Texas System** • *Blue text in italics: Unit-specific clarification* • Black text: Texas Education Agency (TEA)

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	• Strike-through: Indicates portions of the Student Expectation that are not included in this unit but are taught in previous or future unit(s)	
2.2	*Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:*	
2.2B	**Use common syllabication patterns to decode words including:**	Use COMMON SYLLABICATION PATTERNS To decode Decode – **apply knowledge of letter-sound relationships in order to sound out a word. In reading practice, the term is used primarily to refer to word identification rather than word comprehension.** WORDS INCLUDING:
2.2B.iv	**vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape)**	Vowel-consonant-silent "e" syllable – a syllable in which the final *e* is silent and the vowel is long Note: Refer to 2.23Biii for related spelling conventions.

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2.2B.v	**r-controlled vowels (e.g., per-fect, cor-ner)**	r-controlled **– a vowel that is followed by the consonant *r*, such that its pronunciation is influenced by the /r/ and is neither a long or short vowel sound (e.g., farm, her, first)** Possible examples of r-controlled vowels: • er, ir, ur, ar, or Note: Refer to 2.23Bii for related spelling conventions.
2.2C	**Decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant).**	Decode WORDS BY APPLYING KNOWLEDGE OF COMMON SPELLING PATTERNS Decode – **apply knowledge of letter-sound relationships in order to sound out a word. In reading practice, the term is used primarily to refer to word identification rather than word comprehension.** Including, but not limited to: • Common word families (e.g., -ight, -ant) Other possible examples of common spelling patterns (word families): • -ack, -ail, -ain, -ake, -ale, -ame-, -an, -ank, -ap, -ash, -at, -ate, -aw, -ay, -eat, -ell, -est, -ice, -ide, -ill, -in, -ine,-ing, -ip, -it, -ock, -oke, -op, -ore, -ot, -uck, -ug, -ump, -unk
2.2D	**Read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful).**	Read

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		WORDS WITH COMMON PREFIXES AND SUFFIXES Including, but not limited to: • Common prefixes (e.g., un-, re-, dis-) • Common suffixes (e.g., -less, -ly, -ful) **Affix – a word element, such as prefix or suffix, that occurs before or after a root or base word to modify its meaning** Other possible examples of suffixes: • Inflectional endings: -s, -es, -ed, -ing, -er Note: Refer to 2.5A for related vocabulary skills and 2.23D for related spelling conventions.
2.2F	**Identify and read contractions (e.g., haven't, it's).**	Identify, Read CONTRACTIONS Contraction – a shortened word made by substituting an apostrophe for a letter or letters (e.g., "I am" contracts to "I'm") Including, but not limited to: • Contractions with not (e.g., haven't) • Contractions with is (e.g., it's) • Identify words in contractions (e.g., have, not, it, is,) Other possible examples:

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		• am (e.g., I'm) • are (e.g., you're) • is (e.g., it's) • has (e.g., she's) • have (e.g., we've) • will (e.g., he'll) Note: Refer to 2.23E for related spelling conventions.
2.2G	**Identify and read at least 300 high-frequency words from a commonly used list.**	Identify, Read AT LEAST 300 HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST *Introduce 55-60 high-frequency words.* High-frequency word – **a small group of 300–500 words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading.** Sight word – **a word that is recognized immediately.** *Note*: **Sometimes sight words are thought to be only words that are irregular or high-frequency words; (e.g., on the Dolch and Fry lists) however, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.** Possible examples of commonly used lists: • Dolch List of Basic Sight Words • Fry Instant Word List

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		Note: Refer to 2.23C for related spelling conventions.
2.3	*Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:*	
2.3A	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.	Use IDEAS TO MAKE AND CONFIRM PREDICTIONS Including, but not limited to: • Make predictions before and during reading using illustrations, titles, topic sentences, key words, and foreshadowing • Confirm predictions by reading the text • Foreshadowing – the use of hints or clues in a narrative to suggest what action is to come
2.3B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	Ask RELEVANT QUESTIONS Including, but not limited to: • Literal questions – (e.g., Who is the main character? What is the story setting? What is the topic?) • Refer to 2.Fig19B Seek

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		CLARIFICATION Including, but not limited to: • Use background knowledge • Re-read a portion of the text • Ask for help Locate FACTS AND DETAILS ABOUT STORIES AND OTHER TEXTS Including, but not limited to: • Use text features to locate facts and details • Identify key words • Re-read relevant portions of text Support ANSWERS WITH EVIDENCE FROM TEXT Including, but not limited to: • Identify specific textual evidence (details, facts) to support answers STAAR Note: Leads to *Supporting Standard* 3.2B
2.3C	**Establish purpose for reading selected texts and monitor comprehension, making corrections and**	Establish

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	adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	PURPOSE FOR READING SELECTED TEXTS Possible examples of purposes for reading: • To learn • To follow directions • For enjoyment • Refer to 2.Fig19A Monitor COMPREHENSION, MAKING CORRECTIONS, AND ADJUSTMENTS WHEN THAT UNDERSTANDING BREAKS DOWN Including, but not limited to: • Identify clues • Use background knowledge • Generate questions • Re-read a portion aloud • Create sensory images • Ask for help • Refer to 2.Fig19C
2.4	*Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:*	
2.4A	**Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate**	Read aloud

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	phrasing) and comprehension.	GRADE LEVEL APPROPRIATE TEXT WITH FLUENCY AND COMPREHENSION Fluency – **the ability to read text at an appropriate rate, and with accuracy, expression, and appropriate phrasing** Including, but not limited to: • Rate/Accuracy – 90-140 wcpm (words correct per minute) by the end of second grade (rate and accuracy) • Expression – use raised and lowered voices appropriately, emphasizing words and sentences • Appropriate phrasing – pausing appropriately with intonation by paying attention to punctuation, bold print, italics, etc. Rate – the number of words read per minute Accuracy – **reading words in text with no errors** Oral reading accuracy – **is the ability to identify or decode words with appropriate pronunciation and is measured as a percentage of words read correctly** Note: The goal of fluency is the time (not speed) needed to ensure comprehension. Fluency may be practiced and assessed using independent-level texts that are easy to read and understand at 95% accuracy or above (no more than 1 in 20 words are difficult for the reader). Fluency may be directly taught and modeled using instructional-level texts that are challenging but manageable to read and understand at 90-95% accuracy (no more than 1 in 10 words are difficult for the reader).
2.5	*Reading/Vocabulary Development. Students understand new vocabulary and use it when*	

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	reading and writing. Students are expected to:	
TxCCRS	*Reading*	
TxCCRS	*E/LAS.II.B - English/Language Arts/Reading. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.*	
2.5A	**Use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow).**	Use PREFIXES AND SUFFIXES To determine THE MEANING OF WORDS Including, but not limited to: • Common prefixes (e.g., dis-, un-, re-) • Common suffixes (e.g., -ful, -less, -ly) Affix – **a word element, such as prefix or suffix, that occurs before or after a root or base word to modify its meaning** Note: Refer to 2.2D for related phonics skills. STAAR Note:Leads to *Readiness Standard* 3.4A
2.5B	**Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.**	Use CONTEXT

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		Context – **the words, sentences, or passages that precede or follow a specific word, sentence, or passage** Including, but not limited to: • Context clues – using other words and sentences that are around the unfamiliar or multiple-meaning word to determine its meaning To determine THE RELEVANT MEANING OF UNFAMILIAR WORDS OR MULTIPLE-MEANING WORDS Multiple-meaning word – a word that has more than one meaning (e.g., trunk) STAAR Note: Leads to *Readiness Standard* 3.4B
2.5D	**Alphabetize a series of words and use a dictionary or a glossary to find words.**	Alphabetize A SERIES OF WORDS Including, but not limited to: • Words to the second or third letter Use A DICTIONARY OR GLOSSARY TO FIND WORDS Including, but not limited to:

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		• Use guide words and/or knowledge of alphabetic order to find words Guide word – the first and last word defined on a page in a dictionary
2.Fig19	*Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:*	
TxCCRS	*Key Cognitive Skills*	
TxCCRS	*CDS.I.D - Cross-Disciplinary Standards/Key Cognitive Skills. Academic behaviors*	
TxCCRS	*Foundational Skills*	
TxCCRS	*CDS.II.A - Cross-Disciplinary Standards/Foundational Skills. Reading across the curriculum*	
2.Fig19A	**Establish purposes for reading selected texts based upon content to enhance comprehension.**	Establish PURPOSES FOR READING SELECTED TEXTS BASED UPON CONTENT TO ENHANCE COMPREHENSION Possible examples:

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		• To learn • For enjoyment • To understand • To follow directions • For entertainment • Refer to 2.3C
2.Fig19B	**Ask literal questions of text.**	Ask LITERAL QUESTIONS OF TEXT Including but not limited to: • Who, what, when, where, and how questions • Before, during, and after reading • Refer to 2.3B Literal question – knowledge level, fact based questions (e.g., who, what, when, where, why, and how questions); questions asked for clarification
2.Fig19C	**Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).**	Monitor, Adjust COMPREHENSION Including, but not limited to: • Use background knowledge • Create sensory images (images created by using the five senses- sight, smell, sound, touch,

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		taste) • Re-read a portion aloud • Ask for help • Generate literal questions (refer to 2.Fig19B) • Use context clues for unknown words (refer to 2.5B) • Refer to 2.3BC
2.Fig19D	**Make inferences about text using textual evidence to support understanding.**	Make INFERENCES ABOUT TEXT Inference – **a logical guess made by connecting bits of information.** Readers make inferences by drawing conclusions, making generalizations, and making predictions. Using TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING Textual evidence – specific details or facts found in text that support what is inferred STAAR Note: Leads to *Readiness/Supporting Standard* 3.Fig19D
2.Fig19E	**Retell important events in stories in logical order.**	Retell IMPORTANT EVENTS IN STORIES IN LOGICAL ORDER Including, but not limited to:

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		• Oral and written forms STAAR Note: Leads to *Readiness/Supporting Standard* 3.Fig19E
2.Fig19F	**Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.**	Make CONNECTIONS TO Including, but not limited to: • Own experiences – things done or seen • Ideas in other text – concepts that connect one text with another text • Larger community – a group of people that have the same interest or live in the same area Discuss TEXTUAL EVIDENCE Textual evidence – specific details or facts found in text that support what is inferred
2.6	*Reading/Comprehension of Literary Text/Theme and Genre.* *Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:*	
TxCCRS	*Reading*	

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TxCCRS	*E/LAS.II.C - English/Language Arts/Reading. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.*	
2.6A	**Identify moral lessons as themes in well-known fables, legends, myths, or stories.**	Identify MORAL LESSONS AS THEMES IN WELL-KNOWN FABLES, LEGENDS, MYTHS, OR STORIES Theme – **the central or universal idea of a piece of fiction or the main idea of a nonfiction essay.** Themes are ideas or concepts that relate to moral lessons and values and speak to the human experience. Fable – fictional tale that teaches a moral lesson, entertains, and often includes animals with human characteristics Legend – a traditional or historical story that is believed to be true by many, but has not been verified as fact Myth – **a body of traditional or sacred stories to explain a belief or a natural happening** STAAR Note: Leads to *Supporting Standard* 3.5A
2.9	*Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:*	

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TEKS# / SE#	TEKS	UNIT LEVEL SPECIFICITY
TxCCRS	*Reading*	
TxCCRS	*E/LAS.II.A - English/Language Arts/Reading. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.*	
[2.9A](#)	**Describe similarities and differences in the plots and settings of several works by the same author.**	Describe SIMILARITIES AND DIFFERENCES IN THE PLOTS AND SETTINGS OF SEVERAL WORKS BY THE SAME AUTHOR Plot – **the basic sequence of events in a story.** The plot includes the problem and solution. Setting – **time and place in which a narrative occurs** (past, future, present, real, imaginary) Note: Refer to 2.Fig19F for related comprehension skills.
[2.9B](#)	**Describe main characters in works of fiction, including their traits, motivations, and feelings.**	Describe THE MAIN CHARACTERS IN WORKS OF FICTION Including, but not limited to: • Physical traits • Personality traits (e.g., good, evil, compassionate, loving, humorous, responsible) • Motivations – why a character acts or behaves the way he or she does • Feelings

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		STAAR Note: Leads to *Readiness Standard* 3.8B
2.10	***Reading/Comprehension of Literary Text/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. Students are expected to:***	
TxCCRS	***Reading***	
TxCCRS	***E/LAS.II.A - English/Language Arts/Reading. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.***	
2.10A	**Distinguish between fiction and nonfiction.**	Distinguish BETWEEN FICTION AND NONFICTION Literary nonfiction – **a type of narrative based on actual persons, places, and things. In literary nonfiction, a writer may construct text in any number of ways and is not limited to the organizational patterns normally associated with nonfiction texts.** (e.g., biography, autobiography, memoir)
2.13	***Reading/Comprehension of Informational Text/Culture and History.***	

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	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
TxCCRS	*Reading*	
TxCCRS	*E/LAS.II.C - English/Language Arts/Reading. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.*	
2.13A	**Identify the topic and explain the author's purpose in writing the text.**	Identify THE TOPIC Topic – what the author is writing about, the subject (e.g., polar bears) Explain THE AUTHOR'S PURPOSE IN WRITING THE TEXT Purpose – **the intended goal of a piece of writing; the reason a person writes** Possible examples: • To inform • To explain • To persuade or influence

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TEKS# / SE#	TEKS	UNIT LEVEL SPECIFICITY
2.14	*Reading/Comprehension of Informational Text/Expository Text.* *Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:*	
TxCCRS	*Reading*	
TxCCRS	*E/LAS.II.A - English/Language Arts/Reading. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.*	

2.14B	**Locate the facts that are clearly stated in a text.**	Locate
		
		THE FACTS THAT ARE CLEARLY STATED IN A TEXT
		
		Including, but not limited to:
		
		   • Identify facts within text
		   • Use text features (e.g., headings, diagrams, pictures) to locate information
		
		Note:
		Refer to 2.3B for related beginning reading strategies.
		STAAR Note:Leads to *Readiness Standard* 3.13A

2.14D	**Use text features (e.g., table of contents, index, headings) to locate specific information in text.**	Use

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TEKS# / SE#	TEKS	UNIT LEVEL SPECIFICITY
		TEXT FEATURES TO LOCATE SPECIFIC INFORMATION Including, but not limited to *(as applicable to the text)*: • Table of contents • Index • Headings Other possible examples of text features: • Bold and italicized text • Captions • Charts and graphs • Glossary • Illustrations and photographs • Subheading Note:Refer to 2.15B for related text feature skills in procedural text. STAAR Note:Leads to *Readiness Standard* 3.13D
2.16	***Reading/Media Literacy.*** ***Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:***	
TxCCRS	***Listening***	
TxCCRS	***E/LAS.IV.A - English/Language Arts/Listening.***	

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	Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	
TxCCRS	*Key Cognitive Skills*	
TxCCRS	*CDS.I.B - Cross-Disciplinary Standards/Key Cognitive Skills. Reasoning*	
TxCCRS	*Foundational Skills*	
TxCCRS	*CDS.II.E - Cross-Disciplinary Standards/Foundational Skills. Technology*	
2.16A	**Recognize different purposes of media (e.g., informational, entertainment).**	Recognize DIFFERENT PURPOSES OF MEDIA Media – a variety of ways people communicate with others (e.g., print, digital, electronic, social) Including, but not limited to: • To inform • To entertain • To persuade Possible examples of forms of media: • Commercials, newspapers, magazines, product labels, websites

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TEKS# / SE#	TEKS	UNIT LEVEL SPECIFICITY
2.17	*Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:*	
TxCCRS	*Writing*	
TxCCRS	*E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.*	
TxCCRS	*Foundational Skills*	
TxCCRS	*CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum*	
2.17A	**Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).**	Plan A FIRST DRAFT BY GENERATING IDEAS FOR WRITING Including, but not limited to: • Generate ideas or topics through a range of strategies (e.g., drawing, sharing ideas, listing key ideas, etc.) • Select a focused idea or topic • Generate and categorize ideas and details about the selected topic (e.g., webbing, graphic organizer, listing, etc.)

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		Examples of purposes for writing: • To entertain • To explain • To describe • To inform • To persuade • To respond Purpose – **the intended goal of a piece of writing; the reason a person writes** Note: This is the first step in the writing process, often referred to as prewriting or planning.
2.17B	**Develop drafts by sequencing ideas through writing sentences.**	Develop DRAFTS BY SEQUENCING IDEAS THROUGH WRITING SENTENCES Including, but not limited to: • Categorize ideas using a graphic organizer • Sequence ideas (e.g., chronological or logical sequence) • Write sentences in sequence to develop the draft Note:This is the second step in the writing process, often referred to as drafting. The focus is on developing ideas and the message, not on mechanics. STAAR Note:Leads to *Readiness Standard* 4.15B
2.17C	**Revise drafts by adding or deleting words, phrases, or sentences.**	Revise

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TEKS# / SE#	TEKS	UNIT LEVEL SPECIFICITY
		DRAFTS BY ADDING OR DELETING A WORD, PHRASE, OR SENTENCE Revise – changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience Including, but not limited to: • Include sensory details and descriptive words to enhance the message • Use time-order transition words to improve coherence and organization • Delete unnecessary words, phrases, or sentences that distract from the message Descriptive words – typically adjectives that describe a noun Sensory detail – **a detail in writing that describes what is seen, heard, smelled, tasted, or touched** Transitional words and phrases – **words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas.** Possible examples of time-order transition words: • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly Note:While this is considered the third step in the writing process, revision may be ongoing throughout the writing process. STAAR Note:Leads to *Readiness Standard* 4.15C
2.17D	**Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.**	Edit

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TEKS# / SE#	TEKS	UNIT LEVEL SPECIFICITY
		DRAFTS FOR GRAMMAR, PUNCTUATION, AND SPELLING USING A TEACHER-DEVELOPED RUBRIC Including, but not limited to: • Conventions/Grammar (refer to 2.21Ai-viiB) • Capitalization (refer to 2.22Bi-iii) • Punctuation (refer to 2.22Ci-iii) • Spelling (refer to 2.23ABi-ivCDE) • Use resources to find correct spellings (refer to 2.23F) Note:This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, and spelling. STAAR Note:Leads to *Readiness Standard* 4.15D
2.18	***Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:***	
TxCCRS	***Writing***	
TxCCRS	***E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.***	
TxCCRS	***Foundational Skills***	
TxCCRS	***CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the***	

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	curriculum	
2.18A	**Write brief stories that include a beginning, middle, and end.**	Write BRIEF STORIES THAT INCLUDE A BEGINNING, MIDDLE, AND END *Refer to the Performance Indicator for instructional guidance.* Including, but not limited to: - Write about personal experiences - Write imaginative stories - Use time-order transition words Possible examples of time-order transition words: - First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly Personal narrative – **an expressive literary piece written in first person that centers on a particular event in the author's life and may contain vivid description as well as personal commentary and observations** Note:Refer to 2.21Avii for skills related to time-order transition words. STAAR Note:Leads to *Readiness Standard* 4.17A (Write about important personal experiences.)
2.19	*Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:*	

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TxCCRS	*Writing*	
TxCCRS	*E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.*	
TxCCRS	*Foundational Skills*	
TxCCRS	*CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum*	
2.19A	**Write brief compositions about topics of interest to the student.**	Write BRIEF COMPOSITIONS ABOUT TOPICS OF INTEREST TO THE STUDENT *Refer to Performance Indicator for instructional guidance.* Including, but not limited to: • To explain • To inform STAAR Note: Leads to *Readiness Standard* 4.18A
2.19C	**Write brief comments on literary or informational texts.**	Write

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		BRIEF COMMENTS ON LITERARY OR INFORMATIONAL TEXTS Possible examples: • Ideas, reflections, responses to text, connections
2.21	*Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:*	
TxCCRS	*Writing*	
TxCCRS	*Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.*	
TxCCRS	*Foundational Skills*	
TxCCRS	*CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum*	
TxCCRS	*Write clearly and coherently using standard writing conventions.*	
2.21A	**Understand and use the following parts of speech in the context of reading, writing, and speaking:**	Understand, Use THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING AND SPEAKING:

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2.21A.i	verbs (past, present, and future)	Verb – a word that describes action or state of being (e.g., jump) Past tense verb – states an action that already happened (e.g., jumped) Present tense verb – states an action that is happening now (e.g., is jumping) Future tense verb – states an action that will happen (e.g., will jump)
2.21A.iii	adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)	Adjective – a word that describes a noun or a pronoun Descriptive adjective – tells what kind, which one or how many (e.g., old, wonderful) Article – signals that a noun is going to follow (e.g., a, an, the)
2.21A.iv	adverbs (e.g., time: before, next; manner: carefully, beautifully)	Adverb – a word that describes a verb, an adjective or another adverb Adverbs of time – show when an action occurs (time), or how long it lasts (duration) (e.g., When: He did it yesterday. Duration: They are always busy.) Adverbs of manner – describe how the action is done (e.g., carefully, beautifully)
2.21A.vii	time-order transition words	Transitional words and phrases – **words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas.**

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		Possible examples of time-order transition words and phrases: • First, soon, immediately, while, during, occasionally, second, then, at, that time, meanwhile, when, frequently, last, now, until, already, after, in the meantime, next, finally
2.21B	**Use complete sentences with correct subject-verb agreement.**	Use COMPLETE SENTENCES WITH CORRECT SUBJECT-VERB AGREEMENT Complete sentence – has a subject and predicate (verb or action) and expresses a complete thought (e.g., Dogs bark.) Subject-verb agreement – the subject and verb in a sentence must agree in number (e.g., The <u>dog barks</u>. The <u>dogs bark</u>.) Including, but not limited to: • Speak and write sentences using correct subject-verb agreement Note: Complete sentences include those that tell and ask.
2.21C	**Distinguish among declarative and interrogative sentences.**	Distinguish AMONG DECLARATIVE AND INTERROGATIVE SENTENCES Delarative sentence – a sentence that tells a complete thought and ends in a period (.) Interrogative sentence – a sentence that asks a question and ends in a question mark (?)

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2.22	*Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:*	
2.22A	**Write legibly leaving appropriate margins for readability.**	Write LEGIBLY LEAVING APPROPRIATE MARGINS FOR READABILITY Including, but not limited to: • Gain control of penmanship, such as pencil grip, paper position, posture and stroke • Use appropriate letter formation, size, and spacing • Leave appropriate spacing at the top/bottom and left/right margins
2.22B	**Use capitalization for:**	Use CAPITALIZATION FOR:
2.22B.i	**proper nouns**	Proper noun – names a specific person, place, thing or idea and always begins with a capital letter (e.g., John, Texas, Grand Canyon)
2.22B.ii	**months and days of the week**	
2.22C	**Recognize and use punctuation marks, including:**	Recognize, Use

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		PUNCTUATION MARKS INCLUDING:
2.22C.i	**ending punctuation in sentences**	Including, but not limited to: • Declarative sentence – a sentence that tells a complete thought and ends in a period (.) • Interrogative sentence – a sentence that asks a question and ends in a question mark (?) • Exclamatory sentence – sentence that expresses strong emotion or feeling and ends with an exclamation point (!)
2.23	*Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:*	
2.23A	**Use phonological knowledge to match sounds to letters to construct unknown words.**	Use PHONOLOGICAL KNOWLEDGE TO MATCH SOUNDS TO LETTERS TO CONSTRUCT UNKNOWN WORDS Phonological knowledge / awareness – **an "umbrella" term that is used to refer to a student's sensitivity to the sound structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.** Note: Refer to 2.2 and 2.23BCDE for related phonics and spelling skills.
2.23B	**Spell words with common orthographic patterns and rules:**	Spell

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		WORDS WITH COMMON ORTHOGRAPHIC PATTERNS AND RULES: Orthographic pattern – **the visual representation of the arrangement of letters in a given language**
2.23B.i	**complex consonants (e.g., hard and soft c and g, ck)**	Note: Generally, c and g have a soft sound before e, i, and y (e.g., cell, circle, cycle, genius, giraffe, gym) and have a hard sound before a, o, and u (e.g., cat, cold, game, gulp).
2.23B.ii	**r-controlled vowels**	r-controlled – **a vowel followed by the consonant r such that its pronunciation is influenced by the /r/ and is neither a long or short vowel sound (e.g., farm, her, first)**. Note: Refer to 2.2Bv for related phonics skills.
2.23B.iii	**long vowels (e.g., VCe-hope)**	Note: Refer to 2.2Biv for related phonics skills.
2.23C	**Spell high-frequency words from a commonly used list.**	Spell HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST High-frequency words – **a small group of 300–500 words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading.** Possible examples of commonly used lists: • Dolch List of Basic Sight Words

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		• Fry Instant Word List Note: Refer to 2.2G for related beginning reading skills.
2.23D	**Spell base words with inflectional endings (e.g., -ing and -ed).**	Spell BASE WORDS WITH INFLECTIONAL ENDINGS Base word – a word that stands alone and has its own meaning Inflectional ending – **letters that combine with a base word to express tense, number, mood or person (e.g., *-s, -ing,* and *-ed*)** Note: Refer to 2.2D for related phonics skills.
2.23F	**Use resources to find correct spellings.**	Use RESOURCES TO FIND CORRECT SPELLINGS Possible examples of resources: • Word wall • Dictionary • Glossary • Electronic resources
2.28	*Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others*	

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	in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
TxCCRS	*Listening*	
TxCCRS	*E/LAS.IV.B - English/Language Arts/Listening. Listen effectively in informal and formal situations.*	
2.28A	**Listen attentively to speakers and ask relevant questions to clarify information.**	Listen ATTENTIVELY TO SPEAKERS Including, but not limited to: ● In formal and informal settings Ask RELEVANT QUESTIONS TO CLARIFY INFORMATION Including, but not limited to: ● Ask literal questions (e.g., who, what, where, when, why, how) Note: Refer to 2.3B for related beginning reading strategies.
2.28B	**Follow, restate, and give oral instructions that involve a short related sequence of actions.**	Follow, Restate, Give ORAL INSTRUCTIONS THAT INVOLVE A SHORT RELATED SEQUENCE OF ACTIONS

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		Possible examples of multi-step directions include: • Classroom procedures, directions, game rules, science experiment, craft project Note: Refer to 2.15A for related procedural text skills.
2.29	*Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:*	
TxCCRS	*Speaking*	
TxCCRS	*E/LAS.III.B - English/Language Arts/Speaking. Develop effective speaking styles for both group and one-on-one situations.*	
2.29A	**Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.**	Share INFORMATION AND IDEAS THAT FOCUS ON THE TOPIC UNDER DISCUSSION Speaking CLEARLY AT AN APPROPRIATE PACE Using THE CONVENTIONS OF LANGUAGE

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		Including, but not limited to: • Speak appropriately for purpose, audience, and occasion Note: Refer to 2.21Ai-viiBC for grade-appropriate conventions of language.
2.30	*Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:*	
TxCCRS	*Speaking*	
TxCCRS	*E/LAS.III.A - English/Language Arts/Speaking. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).*	
TxCCRS	*Listening*	
TxCCRS	*E/LAS.IV.A - English/Language Arts/Listening. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).*	
TxCCRS	*Key Cognitive Skills*	
TxCCRS	*CDS.I.E - Cross-Disciplinary Standards/Key Cognitive Skills. Work habits*	

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2.30A	**Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.**	Follow AGREED-UPON RULES FOR DISCUSSION Including, but not limited to: • Listening to others • Speaking when recognized • Making appropriate contributions

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.
	School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum. School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency. http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 **Choose appropriate ELPS to support instruction.**
ELPS.c.1	*The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:*

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
ELPS.c.1A	use prior knowledge and experiences to understand meanings in English
ELPS.c.1B	monitor oral and written language production and employ self-corrective techniques or other resources
ELPS.c.1C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary
ELPS.c.1D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)
ELPS.c.1E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment
ELPS.c.1F	use accessible language and learn new and essential language in the process
ELPS.c.1G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations
ELPS.c.1H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.
ELPS.c.2	*The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:*
ELPS.c.2A	distinguish sounds and intonation patterns of English with increasing ease
ELPS.c.2B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
ELPS.c.2C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
ELPS.c.2D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
ELPS.c.2E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
ELPS.c.2F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment
ELPS.c.2G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar
ELPS.c.2H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations
ELPS.c.2I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
ELPS.c.3	*The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:*
ELPS.c.3A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible
ELPS.c.3B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication
ELPS.c.3C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired
ELPS.c.3D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency
ELPS.c.3E	share information in cooperative learning interactions
ELPS.c.3F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
ELPS.c.3G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
ELPS.c.3H	narrate, describe, and explain with increasing specificity and detail as more English is acquired
ELPS.c.3I	adapt spoken language appropriately for formal and informal purposes
ELPS.c.3J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
ELPS.c.4	*The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:*
ELPS.c.4A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words
ELPS.c.4B	recognize directionality of English reading such as left to right and top to bottom
ELPS.c.4C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials
ELPS.c.4D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text
ELPS.c.4E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
ELPS.c.4F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language

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ELPS.c.4G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs
ELPS.c.4H	read silently with increasing ease and comprehension for longer periods
ELPS.c.4I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs
ELPS.c.4J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
ELPS.c.4K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
ELPS.c.5	*The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:*
ELPS.c.5A	learn relationships between sounds and letters of the English language to represent sounds when writing in English
ELPS.c.5B	write using newly acquired basic vocabulary and content-based grade-level vocabulary
ELPS.c.5C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
ELPS.c.5D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
ELPS.c.5E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
ELPS.c.5F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
ELPS.c.5G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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