

Reading/Comprehension Skills

Figure 19 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.

2.3 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.

2.4 Reading/Fluency. Students read grade-level text with fluency and comprehension.

2.5 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

Tools to Know-Process				Tools to Know-Comprehension			
2.4(A)	2.5(B)*	2 Fig.19(A)	2 Fig.19(B)	2 Fig.19(C)	2 Fig.19(D)*	2 Fig.19(E)*	2 Fig.19(F)*
read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words	establish purposes for reading selected texts based upon content to enhance comprehension	ask literal questions of text	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	make inferences about text using textual evidence to support understanding	retell important events in stories in logical order	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence
			2.3(B)*	2.3(C)	2.3(A)		
			ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions		

Knowledge and Skills (Genres)

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.
2.7 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
2.8 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
2.10 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.
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.

Knowledge and Skills (Embedded or Across Genres)

2.5 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
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.
2.11 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.
2.12 Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading.
2.13 Reading/Comprehension of Informational Text/Culture and History. 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.
2.15 Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents.
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 continue to apply earlier standards with greater depth in increasingly more complex texts.

Rptg Cat	Genre	Readiness Standards	Supporting Standards	Figure 19
1 Understanding Across Genres	Across Genres	2.5(A)* use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)	2.5(C)* identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning	Fig.19(F) taught but not assessed until grade 4 STAAR*
		2.5(B)* use context to determine the relevant meaning of unfamiliar words or multiple-meaning words	2.5(D)* alphabetize a series of words and use a dictionary or a glossary to find words 2.12(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning	
2 Understanding and Analysis of Literary Texts	Fiction	2.9(A)* describe similarities and differences in the plots and settings of several works by the same author 2.9(B)* describe main characters in works of fiction, including their traits, motivations, and feelings		2.9 Fig.19(D)* 2.9 Fig.19(E)
	Poetry		2.7(A)* describe how rhyme, rhythm, and repetition interact to create images in poetry	2.7 Fig.19(D)* 2.7 Fig.19(E)*
	Drama		2.8(A)* identify the elements of dialogue and use them in informal plays	2.8 Fig.19(D)* 2.8 Fig.19(E)*
	Literary Nonfiction		2.10(A)* distinguish between fiction and nonfiction	2.10 Fig.19(D)* 2.10 Fig.19(E)*
	Across Literary Text		Across Literary Text	
			2.6(A)* identify moral lessons as themes in well-known fables, legends, myths, or stories 2.6(B)* compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot 2.11(A)* recognize that some words and phrases have literal and non-literal meanings (e.g., take steps) 2.16(A) recognize different purposes of media (e.g., informational, entertainment) 2.16(B) describe techniques used to create media messages (e.g., sound, graphics) 2.16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game)	2.6 Fig.19(D)* 2.11 Fig.19(D)* 2.16 Fig.19(D)*
3 Understanding and Analysis of Informational Texts	Expository	2.13* analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from text to support their understanding 2.14(A)* identify the main idea in a text and distinguish it from the topic 2.14(B)* locate the facts that are clearly stated in a text 2.14(C)* describe the order of events or ideas in a text 2.14(D)* use text features (e.g., table of contents, index, headings) to locate specific information in text		2.13 Fig.19(D)* 2.14 Fig.19(D)* 2.14 Fig.19(E)*
	Across Informational Text		Across Informational Text	
			2.13(A)* identify the topic and explain the author's purpose in writing the text 2.15(A)* follow written multi-step directions 2.15(B)* use common graphic features to assist in the interpretation of text (e.g., captions, illustrations) 2.16(A) recognize different purposes of media (e.g., informational, entertainment) 2.16(B) describe techniques used to create media messages (e.g., sound, graphics) 2.16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game)	2.13 Fig.19(D)* 2.15 Fig.19(D)* 2.16 Fig.19(D)*

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Writing Process				
2.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
2.17(A)	2.17(B)*	2.17(C)*	2.17(D)*	2.17(E)
plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)	develop drafts by sequencing ideas through writing sentences	revise drafts by adding or deleting words, phrases, or sentences	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	publish and share writing with others

Knowledge and Skills Statements
2.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
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.
2.20 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
2.21 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
2.22 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
2.23 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	Readiness Standards	Supporting Standards
1 Composition	2.17(B)* develop drafts by sequencing ideas through writing sentences 2.17(C)* revise drafts by adding or deleting words, phrases, or sentences 2.17(D)* edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric 2.19(A)* write brief compositions about topics of interest to the student	2.17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) 2.17(E) publish and share writing with others 2.18(A) write brief stories that include a beginning, middle, and end 2.18(B) write short poems that convey sensory details 2.19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) 2.19(C) write brief comments on literary or informational texts 2.20(A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community
2 Revision	2.17(C)* revise drafts by adding or deleting words, phrases, or sentences	

Rptg Cat	Readiness Standards	Supporting Standards
3 Editing	<p>2.17(D)* edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p>2.21(A)* understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p>2.21(B)* use complete sentences with correct subject-verb agreement</p> <p>2.22(B)* use capitalization</p> <p>2.22(C)* recognize and use punctuation marks</p> <p>2.23(B)* spell words with common orthographic patterns and rules</p>	<p>2.21(A)* understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i)* verbs (past, present, and future) (ii)* nouns (singular/plural, common/proper) (iii)* adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) (iv)* adverbs (e.g., time: before, next; manner: carefully, beautifully) (v)* prepositions and prepositional phrases (vi)* pronouns (e.g., he, him) (vii)* time-order transition words <p>2.21(C) distinguish among declarative and interrogative sentences</p> <p>2.22(A) write legibly leaving appropriate margins for readability</p> <p>2.22(B)* use capitalization for:</p> <ul style="list-style-type: none"> (i) proper nouns (ii) months and days of the week (iii) the salutation and closing of a letter <p>2.22(C)* recognize and use punctuation marks, including:</p> <ul style="list-style-type: none"> (i) ending punctuation in sentences (ii) apostrophes and contractions (iii) apostrophes and possessives <p>2.23(A) use phonological knowledge to match sounds to letters to construct unknown words</p> <p>2.23(B)* spell words with common orthographic patterns and rules:</p> <ul style="list-style-type: none"> (i) complex consonants (e.g., hard and soft c and g, ck) (ii) r-controlled vowels (iii) long vowels (e.g., VCe-hope) (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy) <p>2.23(C) spell high-frequency words from a commonly used list</p> <p>2.23(D)* spell base words with inflectional endings (e.g., -ing and -ed)</p> <p>2.23(E) spell simple contractions (e.g., isn't, aren't, can't)</p> <p>2.23(F)* use resources to find correct spellings</p>

Genres	
<p>Literary</p> <ul style="list-style-type: none"> • Fiction • Literary Nonfiction • Poetry • Drama 	<p>Informational</p> <ul style="list-style-type: none"> • Expository • Procedural • Media Literacy

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Listening and Speaking	
Knowledge and Skills Statements	
<p>2.28 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.</p>	
<p>SEs Not Included in Assessed Curriculum</p>	<p>2.28(A) <i>listen attentively to speakers and ask relevant questions to clarify information</i> 2.28(B) <i>follow, restate, and give oral instructions that involve a short related sequence of actions</i></p>
<p>2.29 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	
<p>2.30 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p>	

Beginning Reading Skills	
Knowledge and Skills Statements	
<p>2.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).</p>	
<p>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 will continue to apply earlier standards with greater depth in increasingly more complex texts.</p>	
<p>SEs Not Included in Assessed Curriculum</p>	<p>2.2(A) <i>decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:</i> (i) <i>single letters (consonants and vowels)</i> (ii) <i>consonant blends (e.g., thr, spl)</i> (iii) <i>consonant digraphs (e.g., ng, ck, ph)</i> (iv) <i>vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou)</i> 2.2(B) <i>use common syllabication patterns to decode words including:</i> (i) <i>closed syllable (CVC) (e.g., pic-nic, mon-ster)</i> (ii) <i>open syllable (CV) (e.g., ti-ger)</i> (iii) <i>final stable syllable (e.g., sta-tion, tum-ble)</i> (iv) <i>vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape)</i> (v) <i>r-controlled vowels (e.g., per-fect, cor-ner)</i> (vi) <i>vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)</i> 2.2(C) <i>decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant)</i> 2.2(D) <i>read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful)</i> 2.2(E) <i>identify and read abbreviations (e.g., Mr., Ave.)</i> 2.2(F) <i>identify and read contractions (e.g., haven't, it's)</i> 2.2(G) <i>identify and read at least 300 high-frequency words from a commonly used list</i> 2.2(H) <i>monitor accuracy of decoding</i></p>

Research	
Knowledge and Skills Statements	
2.24 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.	
SEs Not Included in Assessed Curriculum	2.24(A) <i>generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics</i> 2.24(B) <i>decide what sources of information might be relevant to answer these questions</i>
2.25 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	
SEs Not Included in Assessed Curriculum	2.25(A) <i>gather evidence from available sources (natural and personal) as well as from interviews with local experts</i> 2.25(B) <i>use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information</i> 2.25(C) <i>record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)</i>
2.26 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.	
2.27 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.	

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