

**Main Criteria:** National Theatre for Children  
**Secondary Criteria:** Texas Essential Knowledge and Skills (TEKS), Common Core State Standards  
**Subject:** Language Arts  
**Grades:** K, 1, 2

## National Theatre for Children

### Ways to stay safe around electricity

#### Common Core State Standards

##### Language Arts

Grade K - Adopted: 2010

|                           |   |   |
|---------------------------|---|---|
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>L.K</b>    | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Key Ideas and Details</b>  |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>L.K.1</b>  | With prompting and support, ask and answer questions about key details in a text.       |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>L.K.3</b>  | With prompting and support, identify characters, settings, and major events in a story. |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>L.K</b>    | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Craft and Structure</b>  |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>L.K.4</b>  | Ask and answer questions about unknown words in a text.                                 |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>L.K.5</b>  | Recognize common types of texts (e.g., storybooks, poems).                              |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>L.K</b>    | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Range of Reading and Level of Text Complexity</b>                                    |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>L.K.10</b> | Actively engage in group reading activities with purpose and understanding.             |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>I.K</b>    | <b>Reading Standards for Informational Text</b>   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Key Ideas and Details</b>  |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>I.K.1</b>  | With prompting and support, ask and answer questions about key details in a text.       |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-<br/>Literacy.R<br/>I.K.2</b>  | With prompting and support, identify the main topic and retell key details of a text.   |
| <b>STRAND /</b>           | <b>CCSS.EL</b>                                  | <b>Reading Standards for Informational Text</b>   |

|                    |                                   |   |
|--------------------|-----------------------------------|---|
| DOMAIN             | A-Literacy.R<br>I.K               |   |
| CATEGORY / CLUSTER |                                   | Craft and Structure   |
| STANDARD           | CCSS.EL<br>A-Literacy.R<br>I.K.4  | With prompting and support, ask and answer questions about unknown words in a text.   |
| STRAND / DOMAIN    | CCSS.EL<br>A-Literacy.R<br>I.K    | Reading Standards for Informational Text  |
| CATEGORY / CLUSTER |                                   | Integration of Knowledge and Ideas  |
| STANDARD           | CCSS.EL<br>A-Literacy.R<br>I.K.8  | With prompting and support, identify the reasons an author gives to support points in a text.   |
| STRAND / DOMAIN    | CCSS.EL<br>A-Literacy.R<br>I.K    | Reading Standards for Informational Text  |
| CATEGORY / CLUSTER |                                   | Range of Reading and Level of Text Complexity   |
| STANDARD           | CCSS.EL<br>A-Literacy.R<br>I.K.10 | Actively engage in group reading activities with purpose and understanding.   |
| STRAND / DOMAIN    | CCSS.EL<br>A-Literacy.R<br>F.K    | Reading Standards: Foundational Skills  |
| CATEGORY / CLUSTER |                                   | Fluency   |
| STANDARD           | CCSS.EL<br>A-Literacy.R<br>F.K.4  | Read emergent-reader texts with purpose and understanding.  |
| STRAND / DOMAIN    | CCSS.EL<br>A-Literacy.<br>W.K     | Writing Standards   |
| CATEGORY / CLUSTER |                                   | Text Types and Purposes   |
| STANDARD           | CCSS.EL<br>A-Literacy.<br>W.K.1   | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). |
| STRAND / DOMAIN    | CCSS.EL<br>A-Literacy.S<br>L.K    | Speaking and Listening Standards  |
| CATEGORY / CLUSTER |                                   | Comprehension and Collaboration   |
| STANDARD           | CCSS.EL<br>A-Literacy.S<br>L.K.1  | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  |
| EXPECTATION        | CCSS.EL<br>A-Literacy.S<br>L.K.1a | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).   |
| EXPECTATION        | CCSS.EL<br>A-Literacy.S<br>L.K.1b | Continue a conversation through multiple exchanges.   |
| STRAND /           | CCSS.EL                           | Speaking and Listening Standards  |

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|---------------------------|---|---|
| <b>DOMAIN</b>             | <b>A-Literacy.S<br/>L.K</b>               |   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Comprehension and Collaboration</b>  |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.S<br/>L.K.2</b> | <b>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</b> |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.L<br/>.K</b>    | <b>Language Standards</b>   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Vocabulary Acquisition and Use</b>   |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.L<br/>.K.6</b>  | <b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>  |

### Common Core State Standards

#### Language Arts

Grade 1 - Adopted: 2010

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|---------------------------|---|---|
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.R<br/>L.1</b>   | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Key Ideas and Details</b>  |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.R<br/>L.1.1</b> | <b>Ask and answer questions about key details in a text.</b>  |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.R<br/>L.1.2</b> | <b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b> |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.R<br/>L.1.3</b> | <b>Describe characters, settings, and major events in a story, using key details.</b>                           |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.R<br/>L.1</b>   | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Integration of Knowledge and Ideas</b>   |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.R<br/>L.1.7</b> | <b>Use illustrations and details in a story to describe its characters, setting, or events.</b>                 |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.R<br/>I.1</b>   | <b>Reading Standards for Informational Text</b>   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Key Ideas and Details</b>  |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.R<br/>I.1.1</b> | <b>Ask and answer questions about key details in a text.</b>  |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.R<br/>I.1.2</b> | <b>Identify the main topic and retell key details of a text.</b>  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.R</b>           | <b>Reading Standards for Informational Text</b>   |

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|                    | I.1                         |   |
| CATEGORY / CLUSTER |                             | Craft and Structure   |
| STANDARD           | CCSS.EL A-Literacy.R I.1.4  | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.   |
| STANDARD           | CCSS.EL A-Literacy.R I.1.6  | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                        |
| STRAND / DOMAIN    | CCSS.EL A-Literacy.R I.1    | Reading Standards for Informational Text  |
| CATEGORY / CLUSTER |                             | Integration of Knowledge and Ideas  |
| STANDARD           | CCSS.EL A-Literacy.R I.1.7  | Use the illustrations and details in a text to describe its key ideas.  |
| STANDARD           | CCSS.EL A-Literacy.R I.1.8  | Identify the reasons an author gives to support points in a text.   |
| STRAND / DOMAIN    | CCSS.EL A-Literacy.R I.1    | Reading Standards for Informational Text  |
| CATEGORY / CLUSTER |                             | Range of Reading and Level of Text Complexity   |
| STANDARD           | CCSS.EL A-Literacy.R I.1.10 | With prompting and support, read informational texts appropriately complex for grade 1.   |
| STRAND / DOMAIN    | CCSS.EL A-Literacy.R F.1    | Reading Standards: Foundational Skills  |
| CATEGORY / CLUSTER |                             | Fluency   |
| STANDARD           | CCSS.EL A-Literacy.R F.1.4  | Read with sufficient accuracy and fluency to support comprehension.   |
| EXPECTATION        | CCSS.EL A-Literacy.R F.1.4a | Read on-level text with purpose and understanding.  |
| EXPECTATION        | CCSS.EL A-Literacy.R F.1.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STRAND / DOMAIN    | CCSS.EL A-Literacy.S L.1    | Speaking and Listening Standards  |
| CATEGORY / CLUSTER |                             | Comprehension and Collaboration   |
| STANDARD           | CCSS.EL A-Literacy.S L.1.1  | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| EXPECTATION        | CCSS.EL A-Literacy.S L.1.1a | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION        | CCSS.EL                     | Build on others' talk in conversations by responding to the comments of others  |

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|---------------------------|---|--|
|                           | A-Literacy.S<br>L.1.1b                    | through multiple exchanges.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.S<br/>L.1</b>   | <b>Speaking and Listening Standards</b>  |
| <b>CATEGORY / CLUSTER</b> |   | <b>Comprehension and Collaboration</b>   |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.S<br/>L.1.2</b> | <b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b>   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.S<br/>L.1</b>   | <b>Speaking and Listening Standards</b>  |
| <b>CATEGORY / CLUSTER</b> |   | <b>Presentation of Knowledge and Ideas</b>   |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.S<br/>L.1.5</b> | <b>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b>  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.L<br/>.1</b>    | <b>Language Standards</b>  |
| <b>CATEGORY / CLUSTER</b> |   | <b>Vocabulary Acquisition and Use</b>  |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.L<br/>.1.4</b>  | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b> |
| <b>EXPECTATION</b>        | <b>CCSS.EL<br/>A-Literacy.L<br/>.1.4a</b> | <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>  |

## Common Core State Standards

### Language Arts

Grade 2 - Adopted: 2010

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|---------------------------|---|---|
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.R<br/>L.2</b>   | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Key Ideas and Details</b>  |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.R<br/>L.2.1</b> | <b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>                         |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.R<br/>L.2.3</b> | <b>Describe how characters in a story respond to major events and challenges.</b>   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.R<br/>L.2</b>   | <b>Reading Standards for Literature</b>   |
| <b>CATEGORY / CLUSTER</b> |   | <b>Integration of Knowledge and Ideas</b>   |
| <b>STANDARD</b>           | <b>CCSS.EL<br/>A-Literacy.R<br/>L.2.7</b> | <b>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b> |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.EL<br/>A-Literacy.R</b>           | <b>Reading Standards for Literature</b>   |

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|                    | L.2                         |  |
| CATEGORY / CLUSTER |                             | Range of Reading and Level of Text Complexity  |
| STANDARD           | CCSS.EL A-Literacy.R L.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
| STRAND / DOMAIN    | CCSS.EL A-Literacy.R I.2    | Reading Standards for Informational Text   |
| CATEGORY / CLUSTER |                             | Key Ideas and Details  |
| STANDARD           | CCSS.EL A-Literacy.R I.2.1  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   |
| STANDARD           | CCSS.EL A-Literacy.R I.2.2  | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  |
| STANDARD           | CCSS.EL A-Literacy.R I.2.3  | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| STRAND / DOMAIN    | CCSS.EL A-Literacy.R I.2    | Reading Standards for Informational Text   |
| CATEGORY / CLUSTER |                             | Craft and Structure  |
| STANDARD           | CCSS.EL A-Literacy.R I.2.4  | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  |
| STRAND / DOMAIN    | CCSS.EL A-Literacy.R I.2    | Reading Standards for Informational Text   |
| CATEGORY / CLUSTER |                             | Integration of Knowledge and Ideas   |
| STANDARD           | CCSS.EL A-Literacy.R I.2.7  | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  |
| STANDARD           | CCSS.EL A-Literacy.R I.2.8  | Describe how reasons support specific points the author makes in a text.   |
| STRAND / DOMAIN    | CCSS.EL A-Literacy.R I.2    | Reading Standards for Informational Text   |
| CATEGORY / CLUSTER |                             | Range of Reading and Level of Text Complexity  |
| STANDARD           | CCSS.EL A-Literacy.R I.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN    | CCSS.EL A-Literacy.R F.2    | Reading Standards: Foundational Skills   |
| CATEGORY / CLUSTER |                             | Fluency  |
| STANDARD           | CCSS.EL A-Literacy.R        | Read with sufficient accuracy and fluency to support comprehension.  |

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|                    | F.2.4                                 |   |
| EXPECTATION        | CCSS.EL<br>A-<br>Literacy.R<br>F.2.4a | Read on-level text with purpose and understanding.  |
| EXPECTATION        | CCSS.EL<br>A-<br>Literacy.R<br>F.2.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STRAND / DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.2    | Speaking and Listening Standards  |
| CATEGORY / CLUSTER |                                       | Comprehension and Collaboration   |
| STANDARD           | CCSS.EL<br>A-<br>Literacy.S<br>L.2.1  | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   |
| EXPECTATION        | CCSS.EL<br>A-<br>Literacy.S<br>L.2.1a | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION        | CCSS.EL<br>A-<br>Literacy.S<br>L.2.1b | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| EXPECTATION        | CCSS.EL<br>A-<br>Literacy.S<br>L.2.1c | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| STRAND / DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.2    | Speaking and Listening Standards  |
| CATEGORY / CLUSTER |                                       | Comprehension and Collaboration   |
| STANDARD           | CCSS.EL<br>A-<br>Literacy.S<br>L.2.2  | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| STRAND / DOMAIN    | CCSS.EL<br>A-<br>Literacy.L<br>.2     | Language Standards  |
| CATEGORY / CLUSTER |                                       | Vocabulary Acquisition and Use  |
| STANDARD           | CCSS.EL<br>A-<br>Literacy.L<br>.2.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.                   |
| EXPECTATION        | CCSS.EL<br>A-<br>Literacy.L<br>.2.4a  | Use sentence-level context as a clue to the meaning of a word or phrase.  |

### Texas Essential Knowledge and Skills (TEKS)

#### Language Arts

Grade K - Adopted: 2010

|                         |                |  |
|-------------------------|----------------|--|
| TEKS                    | TX.110.11<br>. | English Language Arts and Reading, Kindergarten  |
| STUDENT EXPECTATION     | (K.4)          | Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: |
| GRADE LEVEL EXPECTATION | K.4 (B)        | Ask and respond to questions about texts read aloud.   |
| TEKS                    | TX.110.11<br>. | English Language Arts and Reading, Kindergarten  |

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| STUDENT EXPECTATION     | (K.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:  |
| GRADE LEVEL EXPECTATION | K.6 (A)       | Identify elements of a story including setting, character, and key events.  |
| TEKS                    | TX.110.11     | English Language Arts and Reading, Kindergarten   |
| STUDENT EXPECTATION     | (K.8)         | 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:  |
| GRADE LEVEL EXPECTATION | K.8 (B)       | Describe characters in a story and the reasons for their actions.   |
| TEKS                    | TX.110.11     | English Language Arts and Reading, Kindergarten   |
| STUDENT EXPECTATION     | (K.9)         | 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. Students are expected to identify the topic of an informational text heard.        |
| TEKS                    | TX.110.11     | English Language Arts and Reading, Kindergarten   |
| STUDENT EXPECTATION     | (K.10)        | Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:   |
| GRADE LEVEL EXPECTATION | K.10 (A)      | Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.   |
| TEKS                    | TX.110.11     | English Language Arts and Reading, Kindergarten   |
| STUDENT EXPECTATION     | (K.11)        | Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:   |
| GRADE LEVEL EXPECTATION | K.11 (A)      | Follow pictorial directions (e.g., recipes, science experiments).   |
| TEKS                    | TX.110.11     | English Language Arts and Reading, Kindergarten   |
| STUDENT EXPECTATION     | (K.15)        | 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 dictate or write information for lists, captions, or invitations.  |
| STUDENT EXPECTATION     | (K.23)        | 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 taking turns and speaking one at a time.  |
| TEKS                    | TX.110.10 (b) | Figure 19 TAC, Reading/Comprehension Skills Kindergarten  |
| STUDENT EXPECTATION     | (110.11)      | 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: |
| GRADE LEVEL EXPECTATION | 110.11 (A)    | Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).   |
| GRADE LEVEL EXPECTATION | 110.11 (B)    | Ask and respond to questions about text.  |
| GRADE LEVEL EXPECTATION | 110.11 (C)    | Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).   |
| GRADE LEVEL EXPECTATION | 110.11 (F)    | Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.   |

### Texas Essential Knowledge and Skills (TEKS)

#### Language Arts

Grade 1 - Adopted: 2010

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| TEKS | TX.110.12 | English Language Arts and Reading, Grade 1 |
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| STUDENT EXPECTATION     | (1.4)         | Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:  |
| GRADE LEVEL EXPECTATION | 1.4 (B)       | Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.   |
| TEKS                    | TX.110.12     | English Language Arts and Reading, Grade 1  |
| STUDENT EXPECTATION     | (1.6)         | Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:   |
| GRADE LEVEL EXPECTATION | 1.6 (C)       | Determine what words mean from how they are used in a sentence, either heard or read.   |
| TEKS                    | TX.110.12     | English Language Arts and Reading, Grade 1  |
| STUDENT EXPECTATION     | (1.9)         | 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:  |
| GRADE LEVEL EXPECTATION | 1.9 (B)       | Describe characters in a story and the reasons for their actions and feelings.  |
| TEKS                    | TX.110.12     | English Language Arts and Reading, Grade 1  |
| STUDENT EXPECTATION     | (1.14)        | Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:  |
| GRADE LEVEL EXPECTATION | 1.14 (A)      | Restate the main idea, heard or read.   |
| GRADE LEVEL EXPECTATION | 1.14 (B)      | Identify important facts or details in text, heard or read.   |
| TEKS                    | TX.110.12     | English Language Arts and Reading, Grade 1  |
| STUDENT EXPECTATION     | (1.15)        | Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:   |
| GRADE LEVEL EXPECTATION | 1.15 (A)      | Follow written multi-step directions with picture cues to assist with understanding.  |
| TEKS                    | TX.110.12     | English Language Arts and Reading, Grade 1  |
| STUDENT EXPECTATION     | (1.19)        | 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:   |
| GRADE LEVEL EXPECTATION | 1.19 (C)      | Write brief comments on literary or informational texts.  |
| TEKS                    | TX.110.12     | English Language Arts and Reading, Grade 1  |
| STUDENT EXPECTATION     | (1.28)        | 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 about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.       |
| STUDENT EXPECTATION     | (1.29)        | 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.                                    |
| TEKS                    | TX.110.10 (b) | Figure 19 TAC, Reading/Comprehension Skills First Grade   |
| STUDENT EXPECTATION     | (110.12)      | 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: |
| GRADE LEVEL EXPECTATION | 110.12 (C)    | Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).   |
| GRADE LEVEL EXPECTATION | 110.12 (D)    | Make inferences about text and use textual evidence to support understanding.   |
| GRADE LEVEL EXPECTATION | 110.12 (F)    | Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.   |

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

Grade 2 - Adopted: 2010

|                                |                      |  |
|--------------------------------|----------------------|--|
| <b>TEKS</b>                    | <b>TX.110.13</b>     | <b>English Language Arts and Reading, Grade 2</b>  |
| <b>STUDENT EXPECTATION</b>     | <b>(2.3)</b>         | <b>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>  |
| <b>GRADE LEVEL EXPECTATION</b> | <b>2.3 (B)</b>       | <b>Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.</b>   |
| <b>GRADE LEVEL EXPECTATION</b> | <b>2.3 (C)</b>       | <b>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).</b>   |
| <b>TEKS</b>                    | <b>TX.110.13</b>     | <b>English Language Arts and Reading, Grade 2</b>  |
| <b>STUDENT EXPECTATION</b>     | <b>(2.5)</b>         | <b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>   |
| <b>GRADE LEVEL EXPECTATION</b> | <b>2.5 (B)</b>       | <b>Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.</b>  |
| <b>TEKS</b>                    | <b>TX.110.13</b>     | <b>English Language Arts and Reading, Grade 2</b>  |
| <b>STUDENT EXPECTATION</b>     | <b>(2.9)</b>         | <b>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:</b>  |
| <b>GRADE LEVEL EXPECTATION</b> | <b>2.9 (B)</b>       | <b>Describe main characters in works of fiction, including their traits, motivations, and feelings.</b>  |
| <b>TEKS</b>                    | <b>TX.110.13</b>     | <b>English Language Arts and Reading, Grade 2</b>  |
| <b>STUDENT EXPECTATION</b>     | <b>(2.14)</b>        | <b>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:</b>   |
| <b>GRADE LEVEL EXPECTATION</b> | <b>2.14 (A)</b>      | <b>Identify the main idea in a text and distinguish it from the topic.</b>   |
| <b>GRADE LEVEL EXPECTATION</b> | <b>2.14 (B)</b>      | <b>Locate the facts that are clearly stated in a text.</b>   |
| <b>TEKS</b>                    | <b>TX.110.13</b>     | <b>English Language Arts and Reading, Grade 2</b>  |
| <b>STUDENT EXPECTATION</b>     | <b>(2.15)</b>        | <b>Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>  |
| <b>GRADE LEVEL EXPECTATION</b> | <b>2.15 (A)</b>      | <b>Follow written multi-step directions.</b>   |
| <b>TEKS</b>                    | <b>TX.110.13</b>     | <b>English Language Arts and Reading, Grade 2</b>  |
| <b>STUDENT EXPECTATION</b>     | <b>(2.19)</b>        | <b>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:</b>   |
| <b>GRADE LEVEL EXPECTATION</b> | <b>2.19 (C)</b>      | <b>Write brief comments on literary or informational texts.</b>  |
| <b>TEKS</b>                    | <b>TX.110.13</b>     | <b>English Language Arts and Reading, Grade 2</b>  |
| <b>STUDENT EXPECTATION</b>     | <b>(2.29)</b>        | <b>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.</b> |
| <b>STUDENT EXPECTATION</b>     | <b>(2.3)</b>         | <b>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.</b>                                      |
| <b>TEKS</b>                    | <b>TX.110.10 (b)</b> | <b>Figure 19 TAC, Reading/Comprehension Skills Second Grade</b>  |
| <b>STUDENT EXPECTATION</b>     | <b>(110.13)</b>      | <b>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</b>   |

|                         |            |   |
|-------------------------|------------|---|
|                         |            | increasingly more complex texts as they become self-directed, critical readers. The student is expected to:                                     |
| GRADE LEVEL EXPECTATION | 110.13 (C) | Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions). |

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