

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

The uses of water

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S 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 A- Literacy.S 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 A- Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.K.2	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.
STANDARD	CCSS.EL A- Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND /	CCSS.EL	Language Standards

DOMAIN	A-Literacy.L .K	
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A-Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A-Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
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.
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.
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 A- Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

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		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 F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S 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 A- Literacy.S 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 A- Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY /		Vocabulary Acquisition and Use

CLUSTER		
STANDARD	CCSS.EL A- Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade K - Adopted: 2010

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.21.	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. Students are expected to:
GRADE LEVEL EXPECTATION	K.21 (A)	Listen attentively by facing speakers and asking questions to clarify information.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
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 (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

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	1.20.	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. Students are expected to:
GRADE LEVEL EXPECTATION	1.20 (C)	Ask questions with appropriate subject-verb inversion.
TEKS	TX.110.12	English Language Arts and Reading, Grade 1

STUDENT EXPECTATION	1.27.	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. Students are expected to:
GRADE LEVEL EXPECTATION	1.27 (A)	Listen attentively to speakers and ask relevant questions to clarify information.
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 (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

TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	2.3.	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	2.3 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	2.15.	Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	2.15 (A)	Follow written multi-step directions.
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	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. Students are expected to:
GRADE LEVEL EXPECTATION	2.28 (A)	Listen attentively to speakers and ask relevant questions to clarify information.
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	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.
STUDENT EXPECTATION	2.3.	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 Second Grade

STUDENT EXPECTATION	110.13.	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	110.13 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).

The journey that water takes

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S 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 A-Literacy.S 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 A-Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.2	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.
STANDARD	CCSS.EL A-Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A-	Language Standards

	Literacy.L .K	
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
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.
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	Read with sufficient accuracy and fluency to support comprehension.

	A-Literacy.R F.1.4	
EXPECTATION	CCSS.EL A-Literacy.R F.1.4a	Read on-level text with purpose and understanding.
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 A-Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A-Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A-Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or

	A-Literacy.R I.2.4	subject area.
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 F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S 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 A- Literacy.S 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 A- Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	CCSS.EL A- Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade K - Adopted: 2010

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.21.	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. Students are expected to:
GRADE LEVEL EXPECTATION	K.21 (A)	Listen attentively by facing speakers and asking questions to clarify information.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
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 (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

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	1.20.	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. Students are expected to:
GRADE LEVEL EXPECTATION	1.20 (C)	Ask questions with appropriate subject-verb inversion.
TEKS	TX.110.12	English Language Arts and Reading, Grade 1
STUDENT	1.27.	Listening and Speaking/Listening. Students use comprehension skills to listen

EXPECTATION		attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
GRADE LEVEL EXPECTATION	1.27 (A)	Listen attentively to speakers and ask relevant questions to clarify information.
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 (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

TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	2.3.	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	2.3 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	2.15.	Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	2.15 (A)	Follow written multi-step directions.
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	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. Students are expected to:
GRADE LEVEL EXPECTATION	2.28 (A)	Listen attentively to speakers and ask relevant questions to clarify information.
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	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.
STUDENT EXPECTATION	2.3.	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 Second Grade
STUDENT	110.13.	Reading/Comprehension Skills. Students use a flexible range of metacognitive

EXPECTATION		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	110.13 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).

The equipment used to get water where we want

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S 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 A-Literacy.S 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 A-Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.2	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.
STANDARD	CCSS.EL A-Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L	Language Standards

	.K	
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
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.
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-	Read with sufficient accuracy and fluency to support comprehension.

	Literacy.R F.1.4	
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
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 A- Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

	Literacy.R I.2.4	
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 F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S 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 A- Literacy.S 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 A- Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	CCSS.EL A- Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade K - Adopted: 2010

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.21.	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. Students are expected to:
GRADE LEVEL EXPECTATION	K.21 (A)	Listen attentively by facing speakers and asking questions to clarify information.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
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 (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

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	1.20.	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. Students are expected to:
GRADE LEVEL EXPECTATION	1.20 (C)	Ask questions with appropriate subject-verb inversion.
TEKS	TX.110.12	English Language Arts and Reading, Grade 1
STUDENT	1.27.	Listening and Speaking/Listening. Students use comprehension skills to listen

EXPECTATION		attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
GRADE LEVEL EXPECTATION	1.27 (A)	Listen attentively to speakers and ask relevant questions to clarify information.
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 (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

TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	2.3.	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	2.3 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	2.15.	Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	2.15 (A)	Follow written multi-step directions.
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	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. Students are expected to:
GRADE LEVEL EXPECTATION	2.28 (A)	Listen attentively to speakers and ask relevant questions to clarify information.
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	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.
STUDENT EXPECTATION	2.3.	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 Second Grade
STUDENT	110.13.	Reading/Comprehension Skills. Students use a flexible range of metacognitive

EXPECTATION		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	110.13 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).

What you can do to save and protect water

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S 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 A-Literacy.S 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 A-Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.2	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.
STANDARD	CCSS.EL A-Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L	Language Standards

	.K	
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
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.
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-	Read with sufficient accuracy and fluency to support comprehension.

	Literacy.R F.1.4	
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
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 A- Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

	Literacy.R I.2.4	
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 F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S 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 A- Literacy.S 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 A- Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	CCSS.EL A- Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade K - Adopted: 2010

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.21.	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. Students are expected to:
GRADE LEVEL EXPECTATION	K.21 (A)	Listen attentively by facing speakers and asking questions to clarify information.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
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 (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

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	1.20.	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. Students are expected to:
GRADE LEVEL EXPECTATION	1.20 (C)	Ask questions with appropriate subject-verb inversion.
TEKS	TX.110.12	English Language Arts and Reading, Grade 1
STUDENT	1.27.	Listening and Speaking/Listening. Students use comprehension skills to listen

EXPECTATION		attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
GRADE LEVEL EXPECTATION	1.27 (A)	Listen attentively to speakers and ask relevant questions to clarify information.
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 (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

TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	2.3.	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	2.3 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	2.15.	Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	2.15 (A)	Follow written multi-step directions.
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	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. Students are expected to:
GRADE LEVEL EXPECTATION	2.28 (A)	Listen attentively to speakers and ask relevant questions to clarify information.
TEKS	TX.110.13	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	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.
STUDENT EXPECTATION	2.3.	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 Second Grade
STUDENT	110.13.	Reading/Comprehension Skills. Students use a flexible range of metacognitive

EXPECTATION		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	110.13 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).

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