

# Introduction

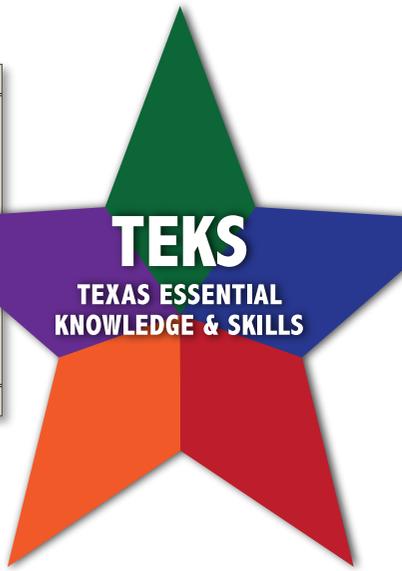
5110.11 - English Language Arts and Reading (Kindergarten) - Beginning with School Year 2009-2010.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.

Grade	Reading	Writing	Research	Listening and Speaking	Oral and Written Conventions
Kindergarten	1.1-1.10	2.1-2.10	3.1-3.10	4.1-4.10	5.1-5.10
First Grade	1.1-1.10	2.1-2.10	3.1-3.10	4.1-4.10	5.1-5.10
Second Grade	1.1-1.10	2.1-2.10	3.1-3.10	4.1-4.10	5.1-5.10
Third Grade	1.1-1.10	2.1-2.10	3.1-3.10	4.1-4.10	5.1-5.10
Fourth Grade	1.1-1.10	2.1-2.10	3.1-3.10	4.1-4.10	5.1-5.10
Fifth Grade	1.1-1.10	2.1-2.10	3.1-3.10	4.1-4.10	5.1-5.10

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# Vertical Alignment

**ELAR TEKS Reading Strand Vertical Alignment**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>Reading/Beginning Reading Skills/Print Awareness.</b></p> <p>Students understand how English is written and printed. Students are expected to:</p> <p>(A) recognize that spoken words can be represented by print for communication.</p> <p>(B) identify upper and lower case letters.</p> <p>(C) demonstrate fluency in oral correspondence between spoken words and a printed word to read.</p> <p>(D) recognize the difference between a letter and a printed word.</p> <p>(E) sequence the letters of the alphabet.</p> <p>(F) recognize the distinguishing features of a lowercase letter, as well as the application of punctuation (period, comma, question mark).</p>					

**Figure 19 TEKS (19.0000) - 19.0000 Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading - Subchapter A, Elementary Reading Comprehension Skills (1.1-1.1) - (1.10.16)**

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p><b>Reading Comprehension 1.1</b></p> <p>1.1.1-1.1.10</p>					

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Figure 19

# STANDARDS TO ENSURE SUCCESS FOR TEXAS STUDENTS

**9744. English Language Proficiency Standards.**

(a) Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors for English language learners (ELLs). School districts that implement this section are to publish expectations for each subject in the required curriculum. The English language proficiency standards are to be published in the required curriculum. The English language proficiency standards are to be published in the required curriculum.

(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency is the ability to use language for social purposes, such as social interaction and communication in English. Academic language proficiency is the ability to use language for academic purposes in English. Both social and academic language proficiency are essential for ELLs to succeed in the classroom.

(3) Classroom instruction that effectively integrates social language acquisition and academic language proficiency in English, based on the ELLs' academic potential, is essential for ELLs to succeed in the classroom.

(4) Effective instruction in second language acquisition includes the use of appropriate instructional strategies and materials that are designed to meet the needs of ELLs and are expected to speak and write in English.

(5) The cross-curricular standards are to be published in the required curriculum.

(6) The English language proficiency standards are to be published in the required curriculum.

ELPS Introduction

**ENGLISH/LANGUAGE ARTS STANDARDS**

I. Writing

1.1-1.10

II. Reading

1.1-1.10

CCRS COLLEGE & CAREER READINESS STANDARDS