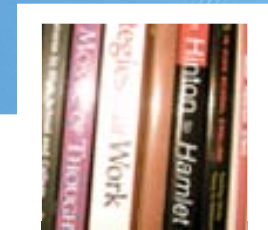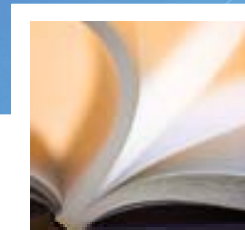# lead4ward

Writing
Grade 2

STAAR Field Guide

STAAR

The State of Texas of Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student's educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the current assessment program (TAKS) and STAAR by reframing the questions we are asking.

TAKS: TAKS was designed to help teachers answer this question:
- Did students learn what they were supposed to learn in the current year's grade?

STAAR: STAAR is designed to ensure that teachers answer these questions:
- Did students learn what they were supposed to learn in the current year's grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what's the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students "unlearn" previous ways of conceptualizing content and essentially start all over.

STAAR: focus, clarity, depth

[The TEKS] are designed to prepare students to succeed in college, in careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

Focus: STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

Clarity: STAAR will assess the eligible TEKS at a level of specificity that allow students to demonstrate mastery.

Depth: STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

STAAR: the assessed curriculum – readiness, supporting, and process standards

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in a more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

Readiness standards have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

STAAR assesses the eligible TEKS at the level at which the TEKS were written.

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by
- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by
- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:

STAAR Grade Level Snapshot – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.

STAAR Readiness Standards: A Vertical Look – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels

STAAR Readiness and Supporting Standards Analysis Sheets– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.

STAAR-Curriculum Planning Worksheet – a tool to organize the pages in this guide to be used in planning and professional development

Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
   • STAAR Blueprint
   • Assessed Curriculum Documents
   • STAAR Test Design
   • STAAR Reference Materials

2. Review the STAAR Snapshot for your course/grade level and content area
   • Note the readiness standards
   • With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
   • Review the supporting standards and note any that may have played a larger role on TAKS

3. Review the STAAR Readiness Standards: A Vertical Look
   • Discuss how the readiness standards connect between grade levels
   • Explore the specific differences between the aligned readiness standards at each grade level

4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
   • Use the samples on pages 6 and 7 to explore the analysis sheets
   • Add additional information based on the discussion on the team

5. Create STAAR-Curriculum Planning Packets for each unit or grading period
   • Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
   • The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
   • Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
   • Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
   • After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).

6. Plan for instruction
   • Collect the curriculum documents used for planning
   • Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
   • Determine where the team needs additional learning
   • Evaluate instructional materials
   • Review the plan for appropriate levels of rigor

How to read
STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

5.3A Readiness

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

Grade 5 Math

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

Content Builder

What do the students need to know?
Content
- Addition
  - Whole numbers
  - Decimals
- Subtraction
  - Whole numbers
  - Decimals

Connections
In previous grades students added and subtracted decimals to the hundredths place using concrete objects and pictorial models. This supports the learning in grade 5 as students are using addition and subtraction to solve problems involving decimals.

To what degree will this learning impact learning two years down the road?
This learning will impact future learning as students will continue to be asked to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.

Academic Vocabulary
- Add
- Subtract
- Decimal

Rigor Implications

Verb
- Add
- Subtract
- Solve

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to solve a variety of problems using addition and subtraction involving both whole numbers and decimals.

Distractor Factor

Teachers should look for students who may be struggling with the addition when the whole is broken up into a decimal, or when the decimals add up to more than a whole.

Level of Difficulty

Content Builder- The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Distractor Factor - Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

Academic Vocabulary- Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Level of Difficulty- Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.

How to read
STAAR Supporting Standards analysis pages

Standard and Indication of "Readiness" or "Supporting"

Texas Essential Knowledge and Skills Statement

Student Expectation

Grade and Subject

5.1B Supporting

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

Grade 5 Math

(B) use place value to read, write, compare, and order decimals through the thousandths place.

Supporting the Readiness Standards - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.

How does it support the Readiness Standard(s)?
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.

May be adjusted according to local curriculum.

Academic Vocabulary

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

Rigor Implications

Verb
- Write
- Compare
- Order

Level of Bloom's Taxonomy
- Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Academic Vocabulary- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

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Curriculum – STAAR Planning Worsheet

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Course/Grade Level _____

Content Area _____

Grading Period/Unit _____

Readiness Standards	

Supporting Standards	

Action Steps	Guiding Questions & Notes
Read each analysis page.	What stands out? How many of the standards are a "Challenging" level of difficulty? How many of the standards are a high level of rigor (above apply on Bloom's Taxonomy)?
Content Builder (Readiness Standards only)	What other connections could you add to this section? Write them on your analysis pages! This content important for students' future learning. How will you assess retention?
Supporting the Readiness Standards (Supporting Standards only)	How can you use this information as you plan lessons? Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again "Which Readiness Standards does it support? How does it support the Readiness Standard(s)?"

Curriculum – STAAR Planning Worksheet

Action Steps	Guiding Questions & Notes
Vocabulary	What strategies will you use to ensure mastery of the vocabulary for each standard in this unit? What is your plan if students do not master the vocabulary?
Use the *Distractor Factor*	How can you address the information in the Distractor Factor section? From your teaching experience, is there anything you would add to this? Write it on your analysis pages!
Reflection	How have you taught this content in the past? How will you teach it differently this year? How will you utilize the readiness and supporting standards for formative and summative assessment?

Category	Readiness Standards	Supporting Standards
1 **Composition**	2.17.B develop drafts by sequencing ideas through writing sentences* 2.18.A write brief stories that include a beginning, middle, and end 2.19.A write brief compositions about topics of interest to the student*	2.18.B write short poems that convey sensory details 2.19.B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) 2.19.C write brief comments on literary or informational texts 2.20 write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community
2 **Revision**	2.17.C revise drafts by adding or deleting words, phrases, or sentences*	
3 **Editing**	2.17.D edit drafts for grammar, punctuation, and spelling using a teacher-created rubric* 2.21.C distinguish among declarative and interrogative sentences. 2.22.A write legibly leaving appropriate margins for readability; sentences. 2.22.B use capitalization* (i) proper nouns* (ii) months and days of the week* (iii) the salutation and closing of a letter* 2.22.C recognize and use punctuation marks* (i) ending punctuation in sentences* 2.23.C spell high-frequency words from a commonly used list	2.21.A understand and use the following parts of speech in the context of reading, writing, and speaking* (i) verbs (past, present, and future)* (ii) nouns (singular/plural, common/proper)* (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)* (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)* (v) prepositions and prepositional phrases* (vi) pronouns (e.g., he, him)* (vii) time-order transition words* 2.21.B use complete sentences with correct subject-verb agreement* 2.22.C recognize and use punctuation marks* (ii) apostrophes and contractions* (iii) apostrophes and possessives* 2.23.A use phonological knowledge to match sounds to letters to construct unknown words 2.23.B spell words with common orthographic patterns and rules* (i) complex consonants (e.g., hard and soft c and g, ck)* (ii) r-controlled vowels; (iii) long vowels (e.g., VCe-hope)* (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)* 2.23.D spell base words with inflectional endings (e.g., -ing and -ed)* 2.23.E spell simple contractions (e.g., isn't, aren't, can't) 2.23.F use resources to find correct spellings

Genres

Literary	Informational
• Fiction • Poetry	• Expository • Procedural • Persuasive

Writing/Writing Processes

2.17.A plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);

2.17.E publish and share writing with others.

Reporting Category	Kindergarten Readiness Standards^		Grade 1 Readiness Standards^		Grade 2 Readiness Standards^		Grade 3 Readiness Standards	
1 Understanding/Analysis Across Genres	K.4.B	ask and respond to questions about texts read aloud*	1.4.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts*	2.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words*	3.4.A	identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots
							3.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs
2 Understanding/Analysis of Literary Texts	K.6.A	identify elements of a story including setting, character, and key events;	1.7.A	connect the meaning of a well known story or fable to personal experiences*	2.9.B	describe main characters in works of fiction, including their traits, motivations, and feelings*	3.8.A	sequence and summarize the plot's main events and explain their influence on future events
	K.8.A	retell a main event from a story read aloud*	1.9.A	describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events*	2.10	distinguish between fiction and nonfiction*	3.8.B	describe the interaction of characters including their relationships and the changes they undergo
	K.8.B	describe characters in a story and the reasons for their actions*	1.9.C	describe characters in a story and the reasons for their actions and feelings*	Fig. 19E	retell important events in stories in logical order*	Fig.19.D	make inferences about text and use textual evidence to support understanding (Fiction)
	Fig 19D	make inferences based on the cover, title, illustrations, and plot* R						
	Fig 19E	retell or act out important events in stories*	Fig. 19E	retell or act out important events in stories in logical order*			Fig.19.E	summarize information in text, maintaining meaning and logical order (Fiction)

* Aligned with STAAR Assessed Curriculum in grades 3 or 4
^ NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. The K-2 Readiness Standards on this Alignment Document DO NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised October 2011

Reporting Category	Kindergarten Readiness Standards^	Grade 1 Readiness Standards^	Grade 2 Readiness Standards^	Grade 3 Readiness Standards
3 Understanding/Analysis of Informational Texts	K.10.A identify the topic and details in expository text heard or read, referring to the words and/or illustrations* K.10.B retell important facts in a text, heard or read* K.10.D use titles and illustrations to make predictions about text*	1.14.A restate the main ideas heard or read 1.14.B identify important facts or details in text, heard or read* 1.14.C retell the order of events in a text by referring to the words and/or illustrations* 1.14.D use text features (e.g.. table of contents, illustrations) to locate specific information in text*	2.14.B locate the facts that are clearly stated in a text* 2.14.C describe the order of events or ideas in a text*	3.13.A identify the details or facts that support the main idea 3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence 3.13.C identify explicit cause and effect relationships among ideas in texts 3.13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text Fig.19.D make inferences about text and use textual evidence to support understanding Fig.19.E summarize information in text, maintaining meaning and logical order

Genres Assessed				
Literary	Fiction Literary Nonfiction Poetry Drama Media Literacy			• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Ineligible) • Media Literacy (Embedded)
Informational	Expository Procedural Media Literacy			• Expository (Readiness) • Persuasive (Ineligible) • Procedural (Embedded) • Media Literacy (Embedded)

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

^ NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. The K-2 Readiness Standards on this Alignment Document DO NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised October 2011

Reporting Category	Grade 3 Readiness Standards		Grade 4 Readiness Standards		Grade 5 Readiness Standards		Grade 6 Readiness Standards	
1 Understanding/Analysis Across Genres	3.4.A	identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots	4.2.A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	5.2.A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	6.2.A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes
	3.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs	4.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words	5.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words	6.2.B	use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words
			4.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words	5.2.E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	6.2.E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words
			Fig.19.F	make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence	Fig.19.F	make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence	Fig.19.F	make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
2 Understanding/Analysis of Literary Texts	3.8.A	sequence and summarize the plot's main events and explain their influence on future events	4.6.A	sequence and summarize the plot's main events and explain their influence on future events	5.6.A	describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	6.6.A	summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction
	3.8.B	describe the interaction of characters including their relationships and the changes they undergo	4.6.B	describe the interaction of characters including their relationships and the changes they undergo	5.6.B	explain the roles and functions of characters in various plots, including their relationships and conflicts	6.8.A	explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains
	Fig.19.D	make inferences about text and use textual evidence to support understanding (Fiction)	Fig.19D	make inferences about text and use textual evidence to support understanding (Fiction)	5.8.A	evaluate the impact of sensory details, imagery, and figurative language in literary text		
	Fig.19.E	summarize information in text, maintaining meaning and logical order (Fiction)	Fig.19.E	summarize information in text, maintaining meaning and logical order (Fiction)	Fig.19.D	make inferences about text and use textual evidence to support understanding (Fiction)	Fig.19.D	make inferences about text and use textual evidence to support understanding (Fiction)
					Fig.19.E	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	Fig.19.E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)

Reporting Category	Grade 3 Readiness Standards	Grade 4 Readiness Standards	Grade 5 Readiness Standards	Grade 6 Readiness Standards
3 — Understanding/Analysis of Informational Texts	3.13.A identify the details or facts that support the main idea 3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence 3.13.C identify explicit cause and effect relationships among ideas in texts 3.13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text Fig.19.D make inferences about text and use textual evidence to support understanding Fig.19.E summarize information in text, maintaining meaning and logical order	4.11.A summarize the main idea and supporting details in text in ways that maintain meaning 4.11.C describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison 4.11.D use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information Fig.19.D make inferences about text and use textual evidence to support understanding Fig.19.E summarize information in text, maintaining meaning and logical order	5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order 5.11.C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas 5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information 5.11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres Fig.19.D make inferences about text and use textual evidence to support understanding (Expository) Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)	6.10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions 6.10.C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint 6.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres Fig.19.D make inferences about text and use textual evidence to support understanding (Expository) Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)

Genres Assessed		Grade 3	Grade 4	Grade 5	Grade 6
Genres Assessed	Literary	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Ineligible) • Media Literacy (Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded)
	Informational	• Expository (Readiness) • Persuasive (Ineligible) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Ineligible) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded)

(2.17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by sequencing ideas through writing sentences;

Content Builder

What do the students need to know?
Content
- This standard is the second step in the writing process and involves sequencing ideas through writing sentences in order to create a draft. Sequencing ideas helps determine the order to present thoughts and ideas based on genre, purpose, and topic. Drafting is a creative activity where students simply record their thoughts and ideas on paper as quickly as possible before they are lost.
- This standard is introduced in first grade and continues into second grade. In kindergarten, students were introduced to sequencing details in a draft with adult assistance.
- This standard supports fourth grade Readiness Standard TEKS 4.15B as students are required to categorize their ideas into paragraphs in order to develop their drafts.

Academic Vocabulary

- Draft
- Sequence
- Sentence

Rigor Implications

Verb
- Develop
- Sequencing
- Writing

Level of Bloom's Taxonomy
- Applying
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
It is important that students generate an idea and select an appropriate genre before planning and developing a draft on paper. Thinking aloud in front of students while sequencing sentences in a draft provides a model for students' own writing. It is important for students to realize that sequencing makes writing easier to understand. Sequencing graphic organizers support students as they organize their ideas and thoughts to write a draft. Extended exposure and practice is necessary for students to become proficient in sequencing ideas. Students need to understand that each idea must be made into a complete sentence that includes a subject and verb. Using transition words (e.g., first, next, then, last) will support students in learning how to sequence. Skipping lines and writing on one side of the paper allows space to edit and revise.

Distractor Factor

When writing a draft, the focus is on content (putting thoughts on paper) and not editing and revision. It is difficult for students to create (drafting) and analyze (revising and editing) at the same time.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

Grade 2
Writing

(C) revise drafts by adding or deleting words, phrases, or sentences;

Content Builder

What do the students need to know?
Content
- Revision is the third step in the writing process and involves adding or deleting words, phrases, and/or sentences to clarify and/or improve writing to accomplish its intended purpose and to engage the audience.
- This standard was introduced in first grade but only required students to revise a word, phrase, or sentence, not multiple words, phrases, or sentences. In kindergarten, students were introduced to revision by adding details or sentences with adult assistance.
- This standard supports fourth grade Readiness Standard TEKS 4.15C as students continue to revise drafts for coherence, organization, and use of simple and compound sentences while considering audience.

Academic Vocabulary

- Revise
- Add
- Delete
- Word
- Phrase
- Sentence

Rigor Implications

Verb
- Revise
- Adding
- Deleting

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
It is essential that students recognize that revision is a necessary step for all writers and does not indicate failure. Frequently modeling revision in front of students and allowing students opportunities to make the same adjustments in their writing provides authentic and relevant practice. Asking questions such as "Does this make sense?" or "Is my writing interesting?" promotes critical thinking and provides a foundation as students peer- and self-revise. Providing a checklist with appropriate questions may be helpful.

Distractor Factor

When revising a draft, the focus is on content (word choice and clarity) and not conventions. Revision doesn't happen only at the end of writing. Students should constantly be rereading and revising as they draft.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.

Content Builder

What do the students need to know?

Content

- Editing (sometimes called proofreading) follows drafting and revising and is the fourth step in the writing process. It involves the examination and correction of grammar, capitalization, punctuation, spelling, and handwriting. Editing prepares a revised draft for publishing by correcting errors that could impede the audience's ability to understand the writing and enhancing the visual presentation of the writing.
- This standard was introduced in first grade and continues into second grade. In kindergarten, students were introduced to editing, but were only required to leave appropriate spaces between letters and words with adult assistance.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.

Academic Vocabulary

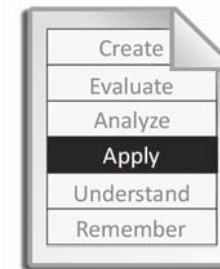- Edit
- Draft
- Punctuation
- Capitalization
- Spelling
- Rubric

Rigor Implications

Verb
- Edit

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications

Teaching convention skills in isolation provides students knowledge and skills but does not support their application in writing. Students should be provided with a teacher-developed rubric that includes grade-level expectations in conventions and others as applicable to individual or multiple students. Grammar, punctuation, capitalization, and spelling should be taught by modeling the rules of conventions while writing in whole-group and small-group settings. Guided editing with a clear set of procedures and checklist supports students as they class-, peer-, and self-edit. Peer- and class-editing is easier than self-editing. This standard doesn't specifically include capitalization, but it should be included to support future standards.

Distractor Factor

Editing focuses on the conventions of writing and does not change the content. It is critical that editing be completed separately from drafting and revising. Too much focus on conventions during writing or revision can stifle creativity.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to

Grade 2 Writing

(A) write brief stories that include a beginning, middle, and end.

Content Builder

What do the students need to know?
Content
- Stories include a clear beginning, middle, and end. Writers can create stories about their own experiences or create stories based on imaginary events.
- This standard connects with Readiness Standard 2.17B in which students develop drafts that sequences ideas. This standard was first introduced in first grade.
- This standard serves as a foundation for fourth grade Readiness Standard TEKS 4.17A as students write about personal experiences in narrative form.

Academic Vocabulary

- Story
- Beginning
- Middle
- End

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Students should go through the writing process in order to develop their brief stories. Demonstrating the writing process in front of students provides a model for students' own writing. The use of graphic organizers that include a beginning, middle, and end helps students to plan and organize the thoughts and ideas for their stories.

Distractor Factor

Student choice in topic is essential when writing stories. However, students should be encouraged to base their stories on personal experience. This provides the background knowledge needed to provide details in their stories. Writing imaginative stories can be difficult for some students.

Level of Difficulty (based on local data)

☐ Moderate ☐ Challenging

Grade 2 Writing

(2.19) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) write brief compositions about topics of interest to the student;

Content Builder

What do the students need to know?
Content
- Expository writing provides information, ideas, opinions, descriptions, and explanations supported by facts and details for specific audiences and purposes. Students are supported academically through expository writing as they learn in order to write and write in order to communicate what they know.
- This standard connects to Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as students use the writing process to develop, revise, and edit their expository compositions. In first grade, students were introduced to writing brief expository compositions.
- This standard supports fourth grade Readiness Standard TEKS 4.20A as students write brief compositions that include a central idea in a topic sentence, supporting sentences with facts, details, and explanations, and a concluding statement.

Academic Vocabulary

- Composition
- Topic

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Instructional Implications
Writing about what is known and what is interesting provides students a foundation as well as relevance for expository writing. Students are required to only write a brief composition. "Brief" may be different for different students. The instructional focus should be on including concise, relevant information versus the length of the paper.

Distractor Factor

Expository writing may be referred to as essay, composition, report, review, or nonfiction. However, nonfiction is not always synonymous with expository. Some literary works are nonfiction, such as autobiography, biography, diary, and memoire. These works are called literary nonfiction.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.21) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(C) distinguish among declarative and interrogative sentences.

Content Builder

What do the students need to know?
Content
- A declarative sentence is a sentence in the form of a statement (e.g., The dog is under the bed). A declarative sentence ends with a period. An interrogative sentence is a sentence in the form of a question (e.g., Where is the dog?). An interrogative sentence ends with a question mark.
- This standard connects with Readiness Standard TEKS 2.22Ci, which relates to students using correct ending punctuation in sentences. This standard connects with first grade Supporting Standard TEKS 1.12C as students used punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
- This standard provides a foundation for fourth grade Readiness Standard TEKS 4.15D as students are required to edit for grammar, mechanics, and spelling.

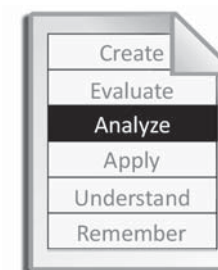### Academic Vocabulary

- Sentence
- Declarative
- Interrogative

Rigor Implications

Verb
- Distinguish

Level of Bloom's Taxonomy
- Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Students need support and practice to use a variety of sentences, including declarative and interrogative. It may also be necessary to teach exclamatory (sentences that show strong feelings and end with an exclamation point) and imperative sentences (sentences that give a command and end with a period or an exclamation mark). Exclamatory sentences were taught through ending punctuation in first grade, but imperative is not included in any TEKS at any grade level. It is essential that sentence type be taught through reading and writing and not in isolation. Students need to not only recognize the types of sentences but must be able to construct effective sentences in their own writing. Students need to also punctuate the sentences properly.

Distractor Factor

When learning the different types of sentences, students may tend to overuse one type of sentence. Remind students that writers use mostly declarative sentences and include a few of the others for variety.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.22) [**Oral and**] **Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

Grade 2
Writing

(A) Write legibly leaving appropriate margins for readability.

Content Builder

What do the students need to know?

Content

- Writing legibly means that it must be readable to others. This means taking time to form letters correctly and having appropriate spacing, including margins. Leaving space at the top, bottom, left, and right improves the look of a paper. Legible handwriting improves communication.
- This standard connects with Readiness Standard TEKS 2.17B as students are developing drafts through writing sentences. This standard also connects with TEKS 2.17E as it relates to students publishing their writing and sharing with others. In kindergarten and first grade, students learned how to correctly form both upper- and lower-case letters using left-to-right and top-to-bottom progression.
- The standard provides a foundation for all drafting and publishing standards through grade 12.

Academic Vocabulary

- Legible
- Margin
- Readability

Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications

Students should come into second grade already knowing how to form both upper- and lower-case letters using left-to-right and top-to-bottom progression. The instructional focus should be on applying correct letter formation in order to have legible handwriting and leaving margins for overall appearance. If there are students still struggling with formation, provide instruction in small groups.

Distractor Factor

A common cause of illegible handwriting is students rushing to be finished with their work. Encourage students to take their time and make their work neat.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.22) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) use capitalization
      (i) proper nouns

Content Builder

What do the students need to know?
Content
- Conventions of capitalization are rules in language that provide consistency about important words. These rules remove uncertainty and help make writing clearer. Proper nouns are nouns that specify names of people, places, and things (e.g., *John, The Alamo, Legos*).
- This standard connects with Readiness Standard TEKS 2.17D as students edit their drafts. This standard provides students the necessary skills to edit their own and others' writing. This standard also connects with Supporting Standard TEKS 2.21Aii as students understand and use nouns (singular/plural, common/proper) in reading, writing, and speaking. In first grade, students were required to capitalize the names of people.
- This standard supports fourth grade Readiness Standard 4.15D as students continue to use correct capitalization to edit their own and others' writing.

Academic Vocabulary

- Capitalization
- Capital letter
- Proper noun

Rigor Implications

Verb
- Use

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Capitalization does not add to the content of writing, but it does improve communication. Teaching capitalization in isolation provides students knowledge and skills but does not support application in writing. Therefore, it is necessary to model effective capitalization in writing and provide students opportunities to apply the conventions in their own writing. This standard focuses on the capitalization of proper nouns. Teaching students to ask "Is this the name of something?" will help them determine if the word(s) should be capitalized or not. From previous grades, students should also be responsible for capitalizing the beginnings of sentences, the pronoun "I", and names of people.

Distractor Factor

Some authors stray from the traditional rules of capitalization to present style and emphasis, especially when it comes to poetry.
Some nouns can be both common and proper (e.g., *mom*). If the noun is being used specifically as a name, it should be capitalized (e.g., I *asked Mom to bake cookies for the class. Children like for their mom to tuck them in*.)

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.22) [**Oral and**] **Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

Grade 2 Writing

(B) use capitalization
   (ii) months and days of the week

Content Builder

What do the students need to know?
Content
- Conventions of capitalization are rules in language that provide consistency about important words. These rules remove uncertainty and help make writing clearer. The names of months and days of the week should always be capitalized.
- This standard connects with Readiness Standard TEKS 2.17D as students edit their drafts. This standard provides students the necessary skills to edit their own and others' writing.
- This standard supports fourth grade Readiness Standard 4.15D as students continue to use correct capitalization to edit their own and others' writing.

Academic Vocabulary

- Capitalization
- Capital letter
- Month
- Day of the week

Rigor Implications

Verb
- Use

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Capitalization does not add to the content of writing, but it does improve communication. Teaching capitalization in isolation provides students knowledge and skills but does not support application in writing. Therefore, it is necessary to model effective capitalization in writing and provide students opportunities to apply the convention in their own writing. This standard focuses on the capitalization of months and days of the week. From previous grades, students should also be responsible for capitalizing the beginnings of sentences, the pronoun "I", and names of people.

Distractor Factor

Some authors stray from the traditional rules of capitalization to present style and emphasis, especially in poetry.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.22) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) use capitalization
(iii) the salutation and closing of a letter

Content Builder

What do the students need to know?
Content
- Conventions of capitalization are rules in language that provide consistency about important words. These rules remove uncertainty and help make writing clearer. When writing a letter, both the salutation and closing of the letter need to be capitalized. The salutation is the greeting at the beginning of a letter (e.g., "Dear _____,"). The closing is the ending before you sign your name (e.g., "Sincerely" or "Your Friend").
- This standard connects with Readiness Standard TEKS 2.17D as students edit their drafts. This standard provides students the necessary skills to edit their own and others' writing. This standard also connects with Supporting Standard TEKS 2.19B as students write short letters that put ideas in order and use appropriate conventions (e.g., date, salutation, closing).
- This standard supports fourth grade Readiness Standard 4.15D as students continue to use correct capitalization to edit their own and others' writing.

Academic Vocabulary
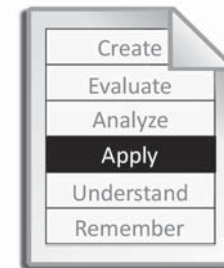
- Capitalization
- Salutation
- Closing

Rigor Implications

Verb
- Use

Level of Bloom's Taxonomy
- Applying

| Create |
| Evaluate |
| Analyze |
| **Apply** |
| Understand |
| Remember |

Instructional Implications
Capitalization does not add to the content of writing, but it does improve communication. Teaching capitalization in isolation provides students knowledge and skills but does not support application in writing. Therefore, it is necessary to model effective capitalization in writing and provide students opportunities to apply the convention in their own writing. This standard focuses on capitalizing the salutation and closing in letters. From previous grades, students should also be responsible for capitalizing the beginnings of sentences, the pronoun "I", and names of people.

Distractor Factor

Some authors stray from the traditional rules of capitalization to present style and emphasis, especially in poetry.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.22) [**Oral and**] **Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(C) recognize and use punctuation marks
(ii) ending punctuation in sentences

Content Builder

What do the students need to know?
Content
- Conventions of punctuation are rules in language that provide consistency about fluency, and sometimes meaning, when reading and writing. These rules make writing clearer and enhance the reader's understanding of the content. Ending punctuation signals the end of a thought. Ending punctuation includes periods, question marks, and exclamation points depending on the type of sentence being written.
- This standard connects with Readiness Standard TEKS 2.17D as students edit their drafts. This standard provides students the necessary skills to edit their own and others' writing. This standard also connects with Readiness Standard TEKS 2.21 C as students distinguish among declarative and interrogative sentences. Students have been using ending punctuation since kindergarten.
- This standard supports fourth grade Readiness Standard 4.15D as students continue to use correct punctuation to edit their own and others' writing.

Academic Vocabulary

- Punctuation mark
- Period
- Question mark
- Exclamation mark
- Sentence

Rigor Implications

Verb
- Recognize
- Use

Level of Bloom's Taxonomy
- Remembering
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Punctuation does not add to the content of writing, but it does improve communication. Teaching punctuation in isolation provides students knowledge and skills but does not support punctuation application in reading and writing. Therefore, it is necessary to model fluent reading using punctuation when appropriate and model correct punctuation in writing while providing students opportunities to apply the conventions in their own reading and writing. This standard focuses on using ending punctuation in sentences.

Distractor Factor

Some authors stray from the traditional rules of punctuation to present style and emphasis, especially in poetry.
Some students may think that an end of a line represents the end of sentence. Help students understand that some sentences can continue on to another line and that ending punctuation can be used in the middle of a line of writing. Some students may have trouble identifying the ends of sentences, especially if they are experimenting with more complex sentences

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.23) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

Grade 2 Writing

(A) spell high-frequency words from a commonly used list.

⚒ Content Builder

What do the students need to know?
Content
- High-frequency words are words that are the most commonly used words in English. These are words that students will be using frequently in writing. Students should not be sounding these words out every time they spell them. Many high-frequency words don't follow the "normal" spelling patterns. They should become automatic so students don't have think about how they are spelled.
- The foundation of spelling begins in the early grades as students learn to decode, encode, and recognize words by sight. This standard connects with the Reading standard 2.2G as students identify and read at least 300 high-frequency words. In first grade, students were also required to spell high-frequency words. Students have been required to read high-frequency words since Kindergarten.
- This standard supports fourth grade Readiness Standard 4.15D as students continue to spell correctly and use resources to check and correct spelling in their own and others' writing.

💬 Academic Vocabulary

- Pattern

▲ Rigor Implications

Verb
- Spell

Level of Bloom's Taxonomy
- Applying

| Create |
| Evaluate |
| Analyze |
| **Apply** |
| Understand |
| Remember |

Instructional Implications
Being able to spell high-frequency words will help improve students' writing fluency so they won't be trying to sound out and spell every word they are trying to write. Starting with a common list of high-frequency words, then examining students' writing and considering students' reading levels will help determine which high-frequency words would be appropriate for each student to learn. Consider teaching spelling through a multi-sensory approach (visual, kinesthetic, auditory, and tactile). This approach will reach every type of learner and give students the opportunity for repeated practice.

✈ Distractor Factor

Students tend to depend on one-to-one letter-sound relationships when they spell. Studying high-frequency words will improve writing fluency.

🎯 Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(2.18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to

(B) write short poems that convey sensory details.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports the concept of drafting in the Readiness Standards TEKS 2.17B as students develop drafts by sequencing ideas through writing sentences.
- In kindergarten, students were introduced to writing short poems. In first grade, students continue to write short poems, but with sensory details. This standard continues what students learned in first grade. This standard connects with Reading Supporting Standard TEKS 2.7A, which relates to describing how rhyme, rhythm, and repetition interact to create images in poetry.
- This standard continues to provide a foundation for writing poetry through Grade 12.

How does it support the Readiness Standard(s)?
This standard supports concepts in the Readiness Standard TEKS 2.17B as students use the writing process to draft, or write, short poems with sensory details.

Academic Vocabulary

- Poem
- Sensory Detail

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Instructional Implications
Writing poetry can be very difficult for students (and teachers). Exploring many different kinds of poetry in reading will support students in writing poetry. Sensory details are words or phrases that describe what is seen, heard, smelled, tasted, or touched. Model writing poems with sensory details in front of students so they can see the thinking processes needed to compose a short poem.

(2.19) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports the Readiness Standard TEKS 2.17B as students develop drafts by sequencing ideas through writing sentences. This also supports Readiness Standard TEKS 2.22Biii, which relates to capitalizing the salutation and closing of a letter.
- In first grade, students are introduced to writing letters that sequence ideas and use appropriate letter conventions (e.g., date, salutation, closing).
- This standard provides a foundation for writing letters through Grade 8.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17B as students use the writing process to draft, or write, short letters that sequence ideas and use appropriate letter conventions (e.g., date, salutation, closing). This standard also supports Readiness Standard TEKS 2.22Biii by giving students the opportunity to capitalize the salutation and closing while writing letters.

Academic Vocabulary

- Letter
- Sequence
- Chronological
- Logical
- Conventions
- Date
- Salutation
- Closing

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Instructional Implications
Writing letters can be a very meaningful form of writing for students when they have a specific purpose and audience. Letters have special conventions that other forms of writing do not have. Letters include the following conventions: date, salutation, and closing. The salutation is the greeting at the beginning of a letter (e.g., "Dear _____,"). The closing is the ending before you sign your name (e.g., "Sincerely" or "Your Friend"). It is important to model writing letters with appropriate conventions in front of students so they can see the thinking processes needed to compose a letter, including how to sequence ideas.

(2.19) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(C) write brief comments on literary or informational texts.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports all Reading Readiness and Supporting Standards related to the comprehension of literary and informational texts. This standard also supports Readiness Standards TEKS 2.Fig19E as it relates to retelling important events in stories. This standard also supports Supporting Standards TEKS 2.Fig19D, which requires students to make inferences about texts and use textual evidence to support understanding; 2.3A, which relates to using ideas to make and confirm predictions; and 2.3B, which requires students to ask questions, seek clarification, and locate facts/details in stories and other texts.
- In first grade, students were introduced to writing brief comments on literary and informational text.
- This standard provides a foundation for demonstrating comprehension through written response. The reading-writing connection continues through Grade 12.

How does it support the Readiness Standard(s)?
This standard supports all Reading Readiness and Supporting Standards related to the comprehension of literary and informational texts, Readiness Standards TEKS 2.Fig19E, and Supporting Standards TEKS 2.Fig19D, 2.3A, and 2.3B by requiring students to respond in writing to what they read to show comprehension and understanding.

May be adjusted according to local curriculum

Academic Vocabulary

- Commitment
- Literary text
- Informational text

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Instructional Implications
Good readers naturally respond to text before, during, and after reading. Writing their responses allows readers to develop deep understandings and make personal connections with the text. It is important to model different types of responses. Responses could include questions about what is read, making and confirming predictions, making text-to-self connections, comparing a text with another text, retelling what a text was about, making an inference about a character or topic, etc.

(2.20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to

Grade 2 Writing

(A) Write persuasive statements about issues that are important to the students for the appropriate audience in the school, home, or local community.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports the concept of drafting in the Readiness Standard TEKS 2.17B as students develop drafts by sequencing ideas through writing sentences.
- This is the first time students are introduced to the concept of persuasive writing.
- This standard provides a foundation for persuasive writing through Grade 12.

How does it support the Readiness Standard(s)?
This standard supports concepts in the Readiness Standard TEKS 2.17B as students use the writing process to draft, or write, persuasive statements.

May be adjusted according to local curriculum

Academic Vocabulary

- Persuasive
- Issue
- Audience

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Writing statements about meaningful persuasive issues will provide students the opportunity to apply writing to real-life situations. Students face many situations everyday that give them a chance to persuade how someone thinks, feels, or behaves. Discussion about these issues will provide students a bank of possible topics for persuasive writing. Audiences need to be someone close to the student, such as a teacher, parent, principal, friend, or neighbor. A persuasive statement is a sentence or sentences in which a student's opinion(s) on an issue is clearly stated and is intended to try to get others to believe the same way. It is important to know that students are not required to read persuasive texts until third grade, so teaching persuasion through media may be a good option. It is important to model writing persuasive statements in front of students so they can see the thinking processes needed.

(2.21) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) Understand and use the following parts of speech in the context of reading, writing, and speaking:
(i) verbs (past, present, and future);

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standards TEKS 2.17B and 2.17D as it relates to developing drafts and editing for grammar.
- In first grade, students were introduced to past, present, and future verbs. In kindergarten, students used past and future tenses when speaking.
- This standard continues to serve as a foundation for the study of verbs through Grade 10 and supports fourth grade Supporting Standard 4.20Ai as students edit their own and others' writing to ensure the correct use of more complex verbs, including irregular verbs.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17D as students develop drafts using verbs and as students edit their own and others' writing to ensure the correct use of past, present, and future tense verbs in writing.

May be adjusted according to local curriculum

Academic Vocabulary

- Verb
- Past Tense
- Present Tense
- Future Tense

Rigor Implications

Verb
- Understand
- Use

Level of Bloom's Taxonomy
- Understanding
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Verbs change form to show changes in tense or time. Past tense verbs describe actions that have already occurred. Regular verbs form their past tense by adding –ed. Present tense verbs describe actions happening right now. Future tense verbs describe actions that will occur in the future. When writing, being consistent in verb tense is important. Exposure through literature, word walls, and personal dictionaries supports the learning of verbs. Students who use verbs incorrectly when speaking will most likely use them incorrectly when writing and editing.

(2.21) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) Understand and the following parts of speech in the context of reading, writing, and speaking:
   (ii) nouns (singular/plural, common/proper);

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standards TEKS 2.17B and 2.17D as it relates to developing drafts and editing for grammar.
- In kindergarten, students were introduced to singular and plural nouns. In first grade, students continued to learn about singular and plural nouns and added common and proper nouns. This standard continues to address these noun forms.
- This standard continues to serve as a foundation for the study of nouns through Grade 6 and supports fourth grade Supporting Standard 4.20Aii as students edit their own and others' writing to ensure the correct use of singular/plural and common/proper nouns.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17B and 2.17D as students develop drafts using nouns and as students edit their own and others' writing to ensure the correct use of singular/plural and common/proper nouns in writing.

 May be adjusted according to local curriculum

Academic Vocabulary

- Noun
- Singular
- Plural
- Common
- Proper

Rigor Implications

Verb
- Use
- Understand

Level of Bloom's Taxonomy
- Understanding
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Teaching nouns in isolation will be less effective than teaching them in the context of reading, writing, and speaking with complete sentences. Knowing the different types of nouns will help students to practice subject-verb agreement and to practice capitalizing proper nouns. Exposure through literature, word walls, and personal dictionaries supports the learning of nouns. Students who use nouns incorrectly when speaking will most likely use them incorrectly when writing and editing.

(2.21) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
      (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as it relates to developing drafts, revising drafts by adding (or deleting) words, and editing for grammar.
- In previous grades, students understood and used adjectives to describe. This standard builds on the study of adjectives as they become more complex to include the use of articles (e.g., a, an, the).
- This standard continues to serve as a foundation for the study of adjectives through Grade 6 and adjectival clauses and phrases in Grades 7 and 8. This standard also supports fourth grade Supporting Standard 4.20Aiii as students edit their own and others' writing to ensure the correct use of adjectives.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17B, 2.17C, and 2.17D as students develop drafts using adjectives, as students revise by adding adjectives, and as students edit their own and others' writing to ensure the correct use of adjectives in writing.

May be adjusted according to local curriculum

Academic Vocabulary
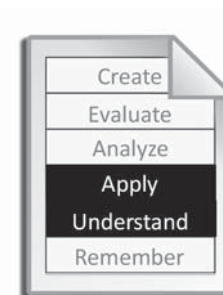
- Adjective
- Descriptive
- Article

Rigor Implications

Verb
- Understand
- Use

Level of Bloom's Taxonomy
- Understanding
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Adjectives describe nouns and pronouns to make writing precise, clear, vivid and interesting. Adjectives are used in writing to describe the attributes of a noun or pronoun by evoking the senses. Using description in writing is applicable to all genres of writing and helps build vocabulary. Articles (a, an, and the) are also considered adjectives and can be very important when writing. Using "*the*" can be much more specific that using "*a*" (e.g., a dog vs. t*he dog*). Students need extended exposure to understand how authors use adjectives in writing and to avoid adjective overload.

(2.21) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as it relates to developing drafts, revising by adding (or deleting) words, and editing for grammar.
- In first grade, students were introduced to the concept of adverbs that describe time. This is the first time students will be introduced to adverbs that describe manner.
- This standard continues to serve as a foundation for the study of adverbs through Grade 7 and the study of adverbial phrases and clauses in Grades 7 and 8. This standard also supports fourth grade Supporting Standard 4.20Aiv as students edit their own and others' writing to ensure the correct use of adverbs.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as students develop drafts using adverbs, as students revise by adding adverbs, and as students edit their own and others' writing to ensure the correct use of adverbs in writing.

May be adjusted according to local curriculum

Academic Vocabulary

- Adverb
- Time
- Manner

Rigor Implications

Verb
- Use
- Understand

Level of Bloom's Taxonomy
- Understanding
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Adverbs modify verbs, adjectives, and other adverbs to support coherence in writing by telling when, where, how, and to what extent. Many times, they serve to ensure smooth transition among ideas. Adverbs are often formed by adding –ly. Sometimes the same word can function as an adjective or an adverb depending on what it is describing. Time adverbs describe when something is happening. Manner adverbs tell how something happened. Students need extended exposure to understand how authors use adverbs in their writing to support coherence and transition.

Grade 2 Writing

(2.21) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(v) prepositions and prepositional phrases;

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as it relates to developing drafts, revising by adding (or deleting) words, and editing for grammar.
- Prepositions and prepositional phrases were introduced and explored in kindergarten and first grade.
- This standard continues to serve as a foundation for the study of prepositions and prepositional phrases through Grade 7. This standard also supports fourth grade Supporting Standard 4.20Av as students edit their own and others' writing to ensure the correct use of prepositions and prepositional phrases, including to convey location, time, and direction, and to provide details.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as students develop drafts using prepositions and prepositional phrases, as students revise by adding prepositions and prepositional phrases, and as students edit their own and others' writing to ensure the correct use of prepositions and prepositional phrases in writing.

May be adjusted according to local curriculum

Academic Vocabulary

- Preposition
- Prepositional phrase

Rigor Implications

Verb
- Understand
- Use

Level of Bloom's Taxonomy
- Understanding
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Prepositions and prepositional phrases can tell time, location, direction, and position. A preposition is a word that relates its object to another word in the sentence (e.g., on in on the table). A prepositional phrase begins with a preposition and is followed by an object (e.g., under the desk). Use of prepositions and prepositional phrases in reading, writing, and speaking enhances the audience's ability to create images. Students need extended exposure to understand how authors use prepositions and prepositional phrases in their writing to support coherence and transition.

(2.21) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
    (vi) pronouns (e.g., he, him);

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as it relates to developing drafts, revising by adding (or deleting) words, and editing for grammar.
- Students were introduced to pronouns in kindergarten and first grade with the focus being on I and me.
- This standard continues to serve as a foundation for the study of pronouns through Grade 10. This standard also supports fourth grade Supporting Standard 4.20Avi as students edit their own and others' writing to ensure the correct use of reflexive pronouns.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as students develop drafts using pronouns, as students revise by adding (or deleting) pronouns, and as students edit their own and others' writing to ensure the correct use of pronouns in writing.

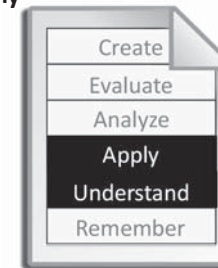May be adjusted according to local curriculum

Academic Vocabulary

- Pronoun

Rigor Implications

Verb
- Use
- Understand

Level of Bloom's Taxonomy
- Understanding
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
A pronoun is a word that takes the place of a noun. Some pronouns include: *I, me, he, she, her, him, we, you, they, us, it, them*. Students need extended exposure to understand how authors use pronouns in their writing. If students use pronouns incorrectly when speaking, it is likely that they will use them incorrectly when writing and editing.

(2.21) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

Grade 2 Writing

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(viii) use time-order transition words and transitions;

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as it relates to developing drafts, revising by adding (or deleting) words, and editing for grammar.
- In first grade, students were introduced to the concept of time-order transition words. Students will continue to use and understand time-order transition words when reading, writing, and speaking.
- This standard continues to serve as a foundation for the study of transitions through Grade 7. This standard also supports fourth grade Supporting Standard 4.20Avi as students edit their own and others' writing to ensure the correct and effective use of time-order transitions words, including those that indicate a conclusion.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as students develop drafts using time-order transition words, as students revise by adding (or deleting) time-order transition words, and as students edit their own and others' writing to ensure the correct and effective use of time-order transition words in writing.

May be adjusted according to local curriculum

Academic Vocabulary

- Time-order transition word

Rigor Implications

Verb
- Understand
- Use

Level of Bloom's Taxonomy
- Understanding
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Transition words or phrases are used to connect one idea to the next. Authors use time-order transitions to signal a chronological sequence or order. A few examples of time-order transitional words are: first, before, after, next, then, last, finally, etc. It is important to model using time-order transition words when speaking and writing. Students need extended exposure to understand how authors use time-order transitions in their writing to support coherence and organization.

Grade 2
Writing

(2.21) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(B) use complete sentences with correct subject-verb agreement.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as it relates to developing drafts, revising by adding (or deleting) words, and editing for grammar.
- In first grade, students were required to speak in complete sentences with correct subject-verb agreement and ask questions with correct subject-verb inversion. This standard connects with the TEKS 2.21Ai and 2.21Aii as students are able to apply their knowledge of nouns and verbs into complete sentences.
- This standard provides a foundation for fourth grade Readiness Standard TEKS 4.15D as students are required to edit for grammar, mechanics, and spelling and fourth grade Supporting Standard TEKS 4.20C, which relates to using complete simple and compound sentences with correct subject-verb agreement.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standards TEKS 2.17B, 2.17C, and 2.17D as students develop drafts using complete sentences, as students revise by adding (or deleting) complete sentences, and as students edit their own and others' writing to ensure that all sentences in their draft are complete and have correct subject-verb agreement.

May be adjusted according to local curriculum

Academic Vocabulary

- Complete sentence
- Subject-verb agreement

Rigor Implications

Verb
- Use

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications

A complete sentence includes a subject and verb and communicates a complete thought that does not shift in tense. Simple sentences have one subject and one verb. Subject-verb agreement is the verb agreement with the noun in number and person (e.g., if a subject is plural, the verb must be plural-if the noun is first person, the verb must be first person.) Students may need to hear sentences with both correct and incorrect subject-verb agreement to determine which ones sound right. It is important to model the use of complete sentences both when speaking and when writing. A common mistake students make in verb tense is using don't with singular and plural subjects.

(2.22) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(C) recognize and use punctuation marks
 (ii) apostrophes and contractions;

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standard TEKS 2.17D as it relates to editing drafts for punctuation.
- In first grade, students were required to identify and read contractions, but were not required to recognize and use apostrophes. This is the first time students are introduced to the concept of apostrophes. This standard can be connected with the Reading Process Standard TEKS 2.2F as it relates to reading contractions and the Supporting Standard TEKS 2.23F as it relates to spelling simple contractions.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct punctuation.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17D as students edit their own and others' writing to ensure that apostrophes are used correctly in contractions.

May be adjusted according to local curriculum

Academic Vocabulary

- Apostrophe
- Contradiction

Rigor Implications

Verb
- Recognize
- Use

Level of Bloom's Taxonomy
- Understanding
- Applying

Instructional Implications
Punctuation does not add to the content of writing, but it does improve communication. Teaching punctuation in isolation provides students knowledge and skills but does not support punctuation application in reading and writing. Therefore, it is necessary to model fluent reading using punctuation when appropriate and model correct punctuation in writing while providing students opportunities to apply the conventions in their own reading and writing. A contraction is a single word that is a shortened version of two words using an apostrophe. The apostrophe usually takes the place of the deleted letter(s).

(2.22) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(C) recognize and use punctuation marks
    (iii) apostrophes and possessives.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standard TEKS 2.17D as it relates to editing drafts for punctuation.
- This standard serves as an introductory standard for the use of apostrophes in possessives.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct punctuation.

How does it support the Readiness Standard(s)?
Punctuation does not add to the content of writing, but it does improve communication. Teaching punctuation in isolation provides students knowledge and skills but does not support punctuation application in reading and writing. Therefore, it is necessary to model fluent reading using punctuation when appropriate and model correct punctuation in writing while providing students opportunities to apply the conventions in their own reading and writing. Add an apostrophe –s to singular nouns to show possession (e.g., the dog's bones). Add just an apostrophe to plural nouns already ending in an –s (e.g., the dogs' bones).

May be adjusted according to local curriculum

Academic Vocabulary

- Apostrophe
- Possessive

Rigor Implications

Verb
- Recognize
- Use

Level of Bloom's Taxonomy
- Understanding
- Applying

Instructional Implications
Punctuation does not add to the content of writing, but it does improve communication. Teaching punctuation in isolation provides students knowledge and skills but does not support punctuation application in reading and writing. Therefore, it is necessary to model fluent reading using punctuation when appropriate and model correct punctuation in writing while providing students opportunities to apply the conventions in their own reading and writing. Add an apostrophe –s to singular nouns to show possession (e.g., the dog's bones). Add just an apostrophe to plural nouns already ending in an –s (e.g., the dogs' bones).

(2.23) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(A) use phonological knowledge to match sounds to letters to construct unknown words.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standard TEKS 2.17D as it relates to editing drafts for spelling.
- Using phonological knowledge to match sounds to letters was introduced in kindergarten. In first grade, students used phonological knowledge to construct known words. In second grade, students are required to construct unknown words using phonological knowledge.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct spelling.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17D as students edit their own and others' writing to ensure that words are spelled correctly using their knowledge of letter-sound correspondence.

May be adjusted according to local curriculum
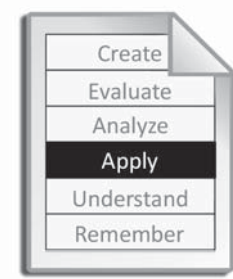
Academic Vocabulary

- Phonological knowledge
- Spell

Rigor Implications

Verb
- Use
- Match

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Phonological knowledge allows students to match a sound they hear to the appropriate letter(s). Students construct words by sounding out a word letter-by-letter and recording the matching letters in order to form a word. Using phonological knowledge to construct a word does not mean that it will always be spelled right, but all the letter sounds should be represented. Students in second grade should use this strategy of sounding out when they come across an unknown word. It is essential to model using phonological knowledge in writing to help construct unknown words. Some students can get caught up in spelling every word correctly when writing. This can affect writing fluency. Encourage students to try and record all the sounds in unknown words using phonological knowledge. Then, teach them to mark or code the word so the correct spelling can be found later during editing.

(2.23) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

Grade 2 Writing

(B) spell words with common orthographic patterns and rules:
   (i) complex consonants (e.g., hard and soft c and g, ck);

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standard TEKS 2.17D as it relates to editing drafts for spelling.
- This standard serves as an introductory standard to the orthographic pattern for spelling with complex consonants. This standard continues to third grade as students learn triple consonant blends.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct spelling.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17D as students edit their own and others' writing to ensure that words with complex consonants such as hard and soft c/g and –ck are spelled correctly.

May be adjusted according to local curriculum

Academic Vocabulary

- Complex
- Vowel
- Hard
- Soft

Rigor Implications

Verb
- Spell

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. A common orthographical pattern is that the letters *g* and *c* can make both a hard and a soft sound. The hard sound for g sounds like *golf*. The soft sound for *g* sounds like *j* as in gym. The hard sound for *c* sounds like cut. The soft sound for c sounds like s as in city. The rule is that *c* and *g* make the soft sound when followed by *e, i,* and *y*. The rule for the /k/ sound at the end of a word is that if the vowel in the word is short, it ends with –*ck (e.g., lock, pick, back, luck, peck)*. Spelling rules do not apply to words 100% of the time. Challenge students to find exceptions. Some students can get caught up in spelling every word correctly when writing. This can affect writing fluency. Encourage students to try and record all the sounds in unknown words using phonological knowledge and knowledge of spelling patterns. Then, teach them to mark or code the word so the correct spelling can be found later during editing.

(2.23) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(B) spell words with more advanced orthographic patterns rules:
   (ii) r-controlled vowels;

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standard TEKS 2.17D as it relates to editing drafts for spelling.
- This standard serves as an introductory standard to the orthographic pattern for spelling words with r-controlled vowels. However, students were required to decode words with r-controlled vowels in first grade. This standard can be taught in conjunction with Reading Process Standard TEKS 2.2Bv, which requires students to continue to decode words with r-controlled vowels.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct spelling.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17D as students edit their own and others' writing to ensure that words with r-controlled vowels are spelled correctly.

May be adjusted according to local curriculum
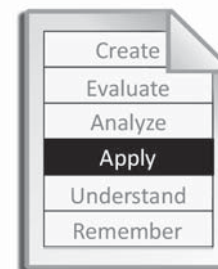
Academic Vocabulary

- Vowel
- R-controlled vowel

Rigor Implications

Verb
- Spell

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. A common orthographical pattern is that when an r is added after a vowel, it dominates the sound of the vowel (e.g., car, after, sir, for, fur). It is common for students to only hear the letter r and forget to add the vowel. Remind students that all words (and syllables) need a vowel. The following r-controlled vowels have similar sounds: er, ir, ur. Students may need to try all three r-controlled vowels to see which one "looks right". Some students can get caught up in spelling every word correctly when writing. This can affect writing fluency. Encourage students to try and record all the sounds in unknown words using phonological knowledge and knowledge of spelling patterns. Then, teach them to mark or code the word so the correct spelling can be found later during editing.

(2.23) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(B) spell words with common orthographic patterns and rules:
(iii) long vowels (e.g., VCe-hope);

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standard TEKS 2.17D as it relates to editing drafts for spelling.
- In first grade, students were introduced to spelling words with the pattern vowel-consonant-silent e (CVCe). This standard continues the application of this spelling pattern. This standard can be connected to Reading Process Standard TEKS 2.2Biv, which relates to decoding words with vowel-consonant-silent e (CVCe) syllable pattern.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct spelling.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17D as students edit their own and others' writing to ensure that words with long vowels are spelled correctly.

May be adjusted according to local curriculum.

Academic Vocabulary

- Consonant
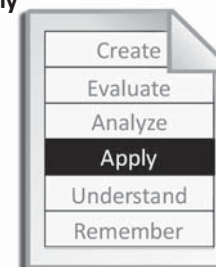- Vowel
- Long vowel
- Silent e

Rigor Implications

Verb
- Spell

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. A common orthographical pattern is that some words with long vowels are spelled using the syllable pattern vowel-consonant-silent e. Spelling rules/patterns do not apply to words 100% of the time. Challenge students to find exceptions. Some students can get caught up in spelling every word correctly when writing. This can affect writing fluency. Encourage students to try and record all the sounds in unknown words using phonological knowledge. Then, teach them to mark or code the word so the correct spelling can be found later during editing.

(2.23) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(B) spell words with more advanced orthographic patterns rules:
(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standard TEKS 2.17D as it relates to editing drafts for spelling.
- This standard serves as an introductory standard to the spelling of words with vowel digraphs and diphthongs. In first grade, students were introduced to vowel digraphs and diphthongs in decoding, but were not expected to spell words with vowel digraphs and diphthongs. This standard can be connected to Reading Process Standard TEKS 2.2Bvi, which relates to decoding words with vowel digraphs and diphthongs.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct spelling.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17D as students edit their own and others' writing to ensure that words with vowel digraphs and diphthongs are spelled correctly.

May be adjusted according to local curriculum

Academic Vocabulary
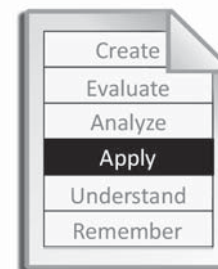
- Vowel diagraph
- Vowel diphthong

Rigor Implications

Verb
- Spell

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. A common orthographical pattern is that some words are spelled with vowel digraphs or vowel diphthongs. A vowel digraph (vowel pair) is two vowels that together represent one phoneme or sound (e.g., *ea, ai, oa*). A vowel diphthong is a combination of two vowel sounds in one syllable to form a new phoneme (e.g., /ow/ in *owl*, /oi/ in *avoid*). Spelling rules/patterns do not apply to words 100% of the time. Challenge students to find exceptions. Some students can get caught up in spelling every word correctly when writing. This can affect writing fluency. Encourage students to try and record all the sounds in unknown words using phonological knowledge. Then, teach them to mark or code the word so the correct spelling can be found later during editing.

(2.23) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(D) spell base words with inflectional endings (e.g., -ing and -ed)

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standard TEKS 2.17D as it relates to editing for spelling.
- In first grade, students spelled words with inflectional endings by adding –s to make words plural. This standard continues the study of inflectional endings and expands it to including –ing and –ed.
- This standard provides a foundation for fourth grade Supporting Standard TEKS 4.22B, which relates to spelling base words and roots with affixes.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17D as students edit their own and others' writing to ensure that words with inflectional endings are spelled correctly.

Academic Vocabulary

- Base word
- Inflectional ending

Rigor Implications

Verb
- Spell

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Focusing on memorizing the spellings of words has prompted the feeling that spelling is boring and difficult. Students learn to recognize and spell new words by using what they already know about the relationships among words. Extensive reading and word analysis increases the ability to spell new words. Inflectional endings are letters that combine with a base word to express tense, number, mood, or person. Examples of inflectional endings include: –s, –es, –ing, –ed. Model using inflectional endings with base words while writing. Using resources to check and correct spelling should not be done during the drafting process of writing, so that it will not interfere with fluency. Teach students to use a code or symbol when writing to notify him/her to check the spelling during editing

(2.23) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(E) spell simple contradictions

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standard TEKS 2.17D as it relates to editing for spelling.
- This standard serves as an introductory standard to the spelling of simple contractions. In first grade, students were required to identify and read contractions, but were not expected to spell them. This standard can be taught in conjunction with Reading Process Standard TEKS 2.2F as students identify and read contractions and with Supporting Standard TEKS 2.22Cii, which relates to using apostrophes in contractions.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct spelling.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17D as students edit their own and others' writing to ensure that simple contractions are spelled correctly.

May be adjusted according to local curriculum
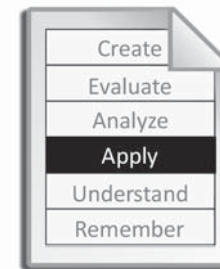
Academic Vocabulary

- Contradiction
- Apostrophe

Rigor Implications

Verb
- Spell

Level of Bloom's Taxonomy
- Applying

Instructional Implications
Focusing on memorizing the spellings of words has prompted the feeling that spelling is boring and difficult. Students learn to recognize and spell new words by using what they already know about the relationships among words. Extensive reading and word analysis increases the ability to spell new words. A contraction is a single word that is a shortened version of two words using an apostrophe (e.g., *didn't, I've*). The apostrophe usually takes the place of the deleted letter(s). Using the apostrophe correctly is a second grade standard and should be taught in conjunction with spelling. Spelling rules/patterns do not apply to words 100% of the time. Challenge students to find exceptions. Some students can get caught up in spelling every word correctly when writing. This can affect writing fluency. Encourage students to try and record all the sounds in unknown words using phonological knowledge. Then, teach them to mark or code the word so the correct spelling can be found later during editing.

Grade 2 Writing

(2.23) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(F) use resources to find correct spellings

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness Standard TEKS 2.17D as it relates to editing for spelling. It also works with Readiness Standard TEKS 2.23C as it relates to spelling high-frequency words and Supporting Standards TEKS 2.23A, 2.23Bi 2.23D, and 2.23E as it relates to spelling rules and patterns.
- Students use their prior learning and new learning in second grade about spelling rules and orthographical patterns to spell and check the spelling of regularly-used words.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing, using resources, to determine and check correct spellings.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard TEKS 2.17D as students edit their own and others' writing to ensure that words are spelled correctly using available resources.

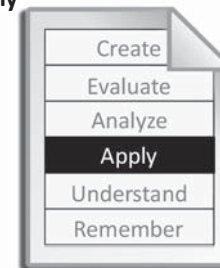### Academic Vocabulary

- Resource
- Dictionary
- Glossary

Rigor Implications

Verb
- Use

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Students need to be explicitly taught how to use the resources available to help them find correct spellings. Resources could include a Word Wall, a high-frequency word list, a dictionary, a glossary, etc. Using resources to check and correct spelling should not be done during the drafting process of writing, so that it will not interfere with fluency. Teach students to use a code or symbol when writing to notify him/her to check the spelling during editing.