



**Vertical Alignment
of
English Language Arts
and Reading TEKS
&
English Language
Proficiency Standards**

Grades K–5

Expository Text

PEARSON

800–527–2701
pearsonschool.com

KINDERGARTEN

TEKS K.10 Reading/Comprehension of Informational Text/EXPOSITORY TEXT. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:

- (A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
- (B) retell important facts in a text, heard or read;
- (C) discuss the ways authors group information in text; and
- (D) use titles and illustrations to make predictions about text.

K.9 Reading/Comprehension of Informational Text/CULTURE AND HISTORY. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.

K.23 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

K.15 Writing/EXPOSITORY AND PROCEDURAL TEXTS. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.

English Language Proficiency Standards — ELPS

- ELPS** (1) **Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H
- (4) **Cross-curricular second language acquisition/reading.**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
 - (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
- (5) **Cross-curricular second language acquisition/writing.**
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.

GRADE 1

TEKS 1.14 Reading/Comprehension of Informational Text/EXPOSITORY TEXT. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

- (A) restate the main idea, heard or read;
- (B) identify important facts or details in text, heard or read;
- (C) retell the order of events in a text by referring to the words and/or illustrations; and
- (D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.

1.13 Reading/Comprehension of Informational Text/CULTURE AND HISTORY. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.

1.12 Reading/Comprehension of Text/INDEPENDENT READING. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.

1.29 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

1.19 Writing/EXPOSITORY AND PROCEDURAL TEXTS. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- (A) write brief compositions about topics of interest to the student;
- (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
- (C) write brief comments on literary or informational texts.

English Language Proficiency Standards — ELPS

- ELPS (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H**
- (4) Cross-curricular second language acquisition/reading.**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
 - (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
- (5) Cross-curricular second language acquisition/writing.**
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.

GRADE 2

TEKS 2.14 Reading/Comprehension of Informational Text/EXPOSITORY TEXT. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:

- (A) identify the main idea in a text and distinguish it from the topic;
- (B) locate the facts that are clearly stated in a text;
- (C) describe the order of events or ideas in a text; and
- (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.

2.13 Reading/Comprehension of Informational Text/CULTURE AND HISTORY. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.

2.12 Reading/Comprehension of Text/INDEPENDENT READING. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.

2.30 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

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;
- (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
- (C) write brief comments on literary or informational texts.

English Language Proficiency Standards — ELPS

- ELPS (1) Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H
- (4) Cross-curricular second language acquisition/reading.**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
 - (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
- (5) Cross-curricular second language acquisition/writing.**
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.

GRADE 3

TEKS 3.13 Reading/Comprehension of Informational Text/EXPOSITORY TEXT. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

- (A) identify the details or facts that support the main idea;
- (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;
- (C) identify explicit cause and effect relationships among ideas in texts; and
- (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

3.12 Reading/Comprehension of Informational Text/CULTURE AND HISTORY. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.

3.11 Reading/Comprehension of Text/INDEPENDENT READING. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

3.31 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

3.20 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) create brief compositions that:
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations; and
 - (iii) contain a concluding statement;
- (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and
- (C) write responses to literary or expository texts that demonstrate an understanding of the text.

English Language Proficiency Standards — ELPS

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- (4) Cross-curricular second language acquisition/reading.**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
 - (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
- (5) Cross-curricular second language acquisition/writing.**
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.

GRADE 4

TEKS 4.11 Reading/Comprehension of Informational Text/EXPOSITORY TEXT. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

- (A) summarize the main idea and supporting details in text in ways that maintain meaning;
- (B) distinguish fact from opinion in a text and explain how to verify what is a fact;
- (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and
- (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.

4.10 Reading/Comprehension of Informational Text/CULTURE AND HISTORY. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.

4.9 Reading/Comprehension of Text/INDEPENDENT READING. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

4.29 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

4.18 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) create brief compositions that:
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations; and
 - (iii) contain a concluding statement;
- (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and
- (C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

English Language Proficiency Standards — ELPS

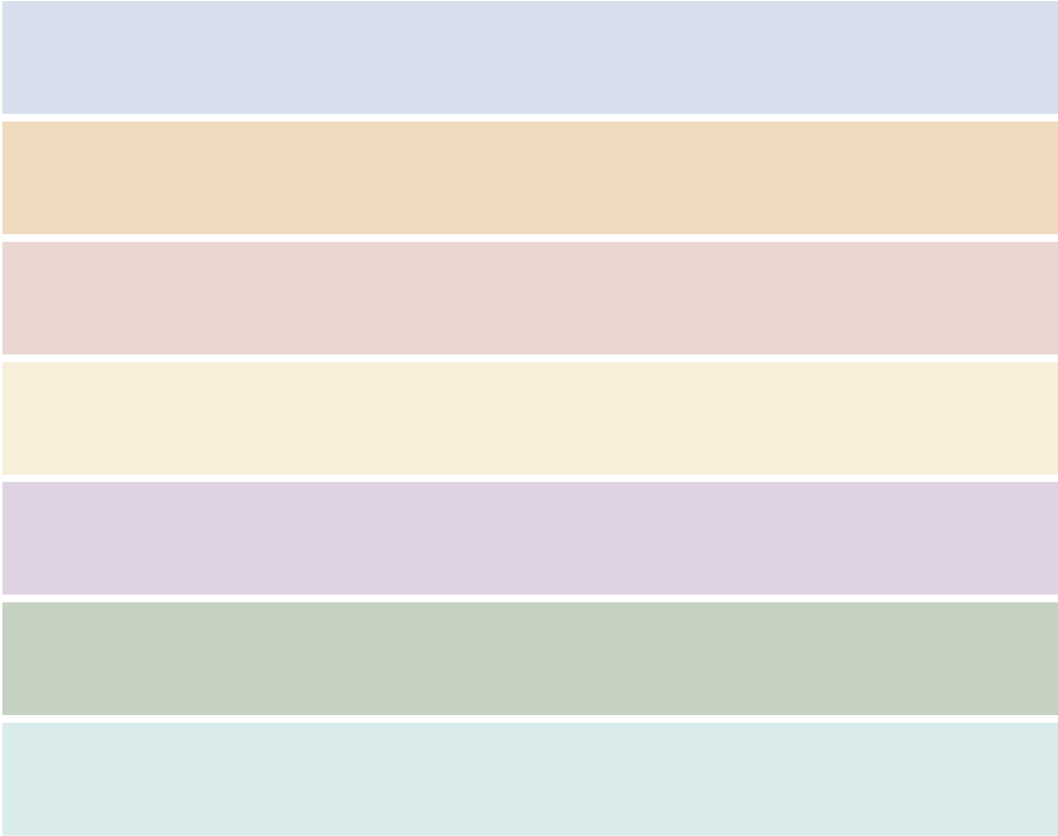
- ELPS (1) Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H
- (4) Cross-curricular second language acquisition/reading.**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
 - (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
- (5) Cross-curricular second language acquisition/writing.**
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.

GRADE 5

- TEKS 5.11 Reading/Comprehension of Informational Text/EXPOSITORY TEXT.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
- (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
 - (B) determine the facts in text and verify them through established methods;
 - (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;
 - (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and
 - (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
- 5.10 Reading/Comprehension of Informational Text/CULTURE AND HISTORY.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
- 5.9 Reading/Comprehension of Text/INDEPENDENT READING.** Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
- 5.29 Listening and Speaking/TEAMWORK.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
- 5.18 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) create multi-paragraph essays to convey information about the topic that:
 - (i) present effective introductions and concluding paragraphs;
 - (ii) guide and inform the reader's understanding of key ideas and evidence;
 - (iii) include specific facts, details, and examples in an appropriately organized structure; and
 - (iv) use a variety of sentence structures and transitions to link paragraphs;
 - (B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and
 - (C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

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