



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

Grades K–5

Persuasive Text

PEARSON

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KINDERGARTEN

TEKS

K.4 Reading/Beginning Reading/STRATEGIES. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

- (A) predict what might happen next in text based on the cover, title, and illustrations; and
- (B) ask and respond to questions about texts read aloud.

K.12 Reading/MEDIA LITERACY. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:

- (A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and
- (B) identify techniques used in media (e.g., sound, movement).

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.

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

- 1.4 Reading/Beginning Reading/STRATEGIES.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
- (A) confirm predictions about what will happen next in text by “reading the part that tells”;
 - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and
 - (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
- 1.16 Reading/MEDIA LITERACY.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and
 - (B) identify techniques used in media (e.g., sound, movement).
- 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.

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 3.14 Reading/Comprehension of Informational Text/PERSUASIVE TEXT. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.

2.3 Reading/Beginning Reading/STRATEGIES. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

- (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;
- (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
- (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

2.16 Reading/MEDIA LITERACY. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) recognize different purposes of media (e.g., informational, entertainment);
- (B) describe techniques used to create media messages (e.g., sound, graphics); and
- (C) identify various written conventions for using digital media (e.g., e-mail, website, video game).

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.

2.20 Writing/PERSUASIVE TEXTS. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

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 3.14 Reading/Comprehension of Informational Text/PERSUASIVE TEXT. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.

3.2 Reading/Beginning Reading/STRATEGIES. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

- (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;
- (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
- (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

3.16 Reading/MEDIA LITERACY. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) understand how communication changes when moving from one genre of media to another;
- (B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and
- (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).

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.

3.21 Writing/PERSUASIVE TEXTS. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.

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 4.12 Reading/Comprehension of Informational Text/PERSUASIVE TEXT. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.

4.14 Reading/MEDIA LITERACY. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;
- (B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and
- (C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).

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.

4.19 Writing/PERSUASIVE TEXTS. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.

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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 5

- TEKS 5.12 Reading/Comprehension of Informational Text/PERSUASIVE TEXT.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
- (A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and
 - (B) recognize exaggerated, contradictory, or misleading statements in text.

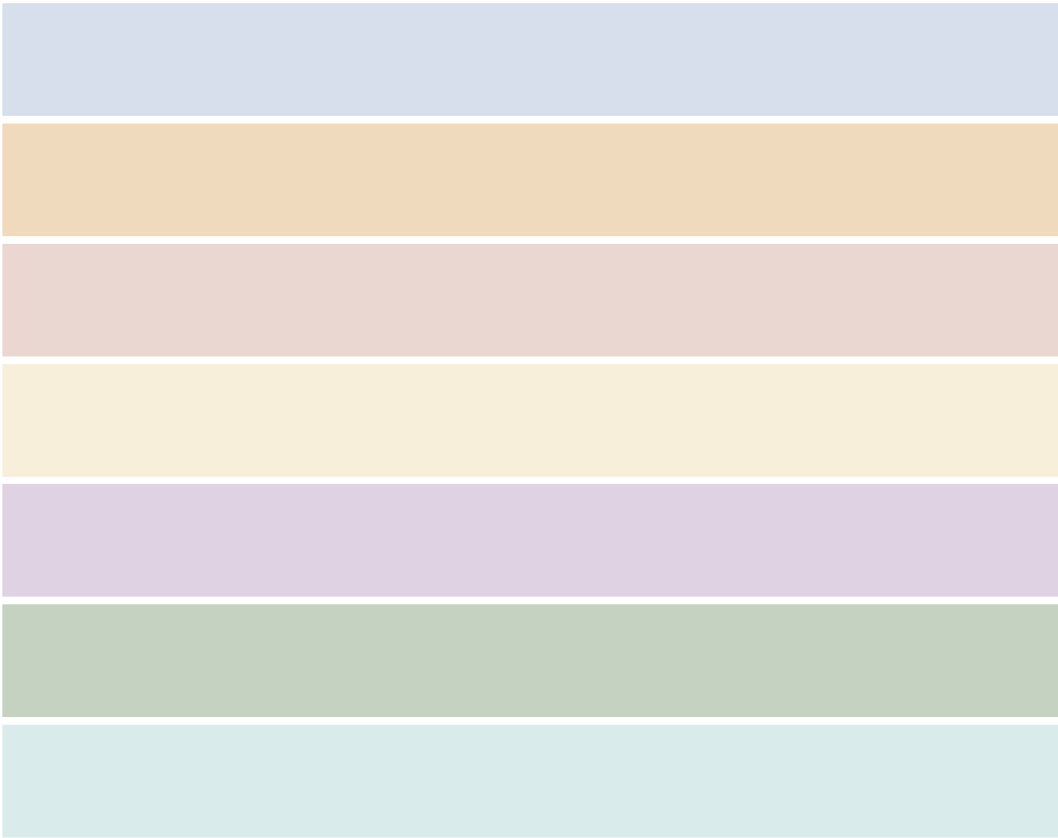
- 5.14 Reading/MEDIA LITERACY.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);
 - (B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);
 - (C) identify the point of view of media presentations; and
 - (D) analyze various digital media venues for levels of formality and informality.

- 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.

- 5.19 Writing/PERSUASIVE TEXTS.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

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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;
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- (5) Cross-curricular second language acquisition/writing.**
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