



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

Grades K–5

Poetry

PEARSON

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KINDERGARTEN

TEKS K.7 Reading/Comprehension of Literary Text/POETRY. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.

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.14 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:

- (A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and
- (B) write short poems.

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
 - (2) **Cross-curricular second language acquisition/listening.**
 - (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
 - (3) **Cross-curricular second language acquisition/speaking.**
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
 - (4) **Cross-curricular second language acquisition/reading.**
 - (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
 - (5) **Cross-curricular second language acquisition/writing.**
 - (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 1

- TEKS 1.8 Reading/Comprehension of Literary Text/POETRY.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.
- 1.5 Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 1.11 Reading/Comprehension of Literary Text/SENSORY LANGUAGE.** Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.
- 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.
- 1.18 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:
- (A) write brief stories that include a beginning, middle, and end; and
 - (B) write short poems that convey sensory details.

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
- (2) Cross-curricular second language acquisition/listening.**
- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- (3) Cross-curricular second language acquisition/speaking.**
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (4) Cross-curricular second language acquisition/reading.**
- (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
- (5) Cross-curricular second language acquisition/writing.**
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 2

- TEKS 2.7 Reading/Comprehension of Literary Text/POETRY.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.
- 2.4 Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 2.11 Reading/Comprehension of Literary Text/SENSORY LANGUAGE.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).
- 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.
- 2.18 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:
- (A) write brief stories that include a beginning, middle, and end; and
 - (B) write short poems that convey sensory details.

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
- (2) Cross-curricular second language acquisition/listening.**
- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- (3) Cross-curricular second language acquisition/speaking.**
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (4) Cross-curricular second language acquisition/reading.**
- (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
- (5) Cross-curricular second language acquisition/writing.**
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 3

- TEKS 3.6 Reading/Comprehension of Literary Text/POETRY.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).
- 3.3 Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 3.10 Reading/Comprehension of Literary Text/SENSORY LANGUAGE.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.
- 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.
- 3.18 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:
- (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
 - (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

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
- (2) Cross-curricular second language acquisition/listening.**
- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- (3) Cross-curricular second language acquisition/speaking.**
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (4) Cross-curricular second language acquisition/reading.**
- (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
- (5) Cross-curricular second language acquisition/writing.**
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 4

- TEKS 4.4 Reading/Comprehension of Literary Text/POETRY.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).
- 4.1 Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 4.8 Reading/Comprehension of Literary Text/SENSORY LANGUAGE.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.
- 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.
- 4.16 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:
- (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
 - (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

English Language Proficiency Standards — ELPS

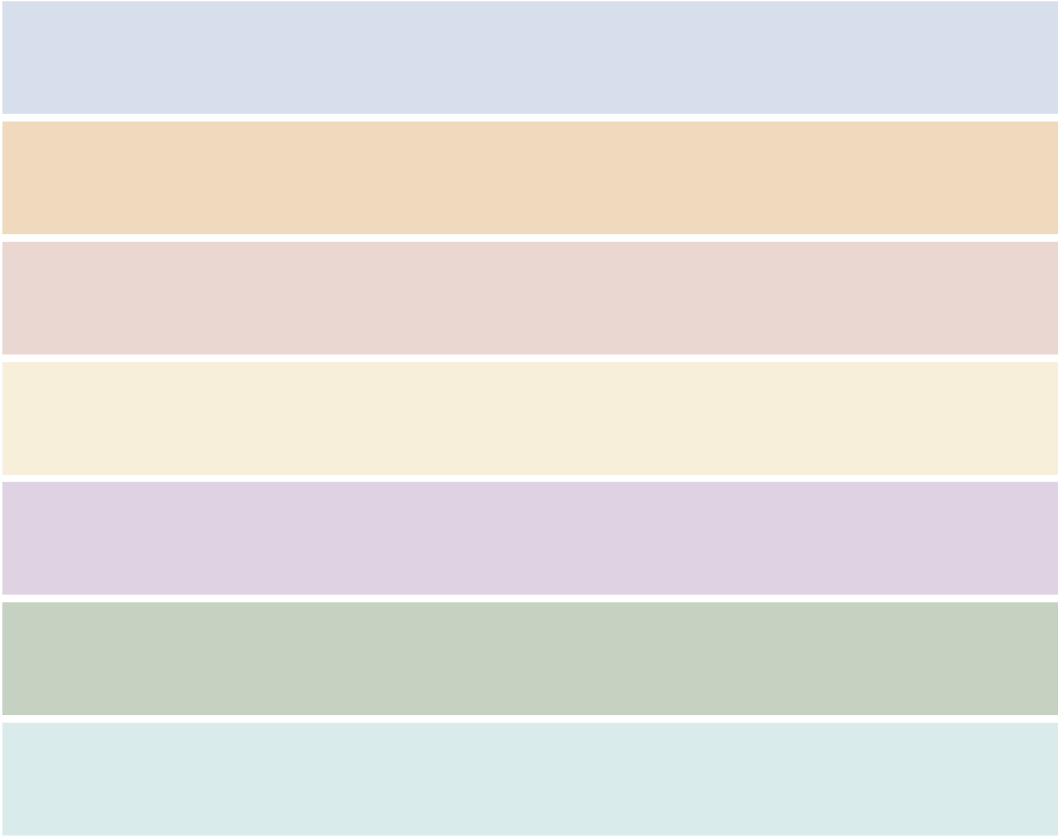
- ELPS (1) Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H
- (2) Cross-curricular second language acquisition/listening.**
- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- (3) Cross-curricular second language acquisition/speaking.**
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (4) Cross-curricular second language acquisition/reading.**
- (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
- (5) Cross-curricular second language acquisition/writing.**
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 5

- TEKS 5.4 Reading/Comprehension of Literary Text/POETRY.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
- 5.1 Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 5.8 Reading/Comprehension of Literary Text/SENSORY LANGUAGE.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.
- 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.
- 5.16 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:
- (A) write imaginative stories that include:
 - (i) a clearly defined focus, plot, and point of view;
 - (ii) a specific, believable setting created through the use of sensory details; and
 - (iii) dialogue that develops the story; and
 - (B) write poems using:
 - (i) poetic techniques (e.g., alliteration, onomatopoeia);
 - (ii) figurative language (e.g., similes, metaphors); and
 - (iii) graphic elements (e.g., capital letters, line length).

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(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
- (5) Cross-curricular second language acquisition/writing.**
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.



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