



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

Grades K–5

Procedural Text

PEARSON

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KINDERGARTEN

- TEKS K.11 Reading/Comprehension of Informational Text/PROCEDURAL TEXTS.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) follow pictorial directions (e.g., recipes, science experiments); and
 - (B) identify the meaning of specific signs (e.g., traffic signs, warning signs).

- 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.

- 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;
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (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 1.15 Reading/Comprehension of Informational Text/PROCEDURAL TEXTS.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) follow written multi-step directions with picture cues to assist with understanding; and
 - (B) explain the meaning of specific signs and symbols (e.g., map features).
- 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.
- 1.16 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.
- 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;
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (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 2.15 Reading/Comprehension of Informational Text/PROCEDURAL TEXTS.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) follow written multi-step directions; and
 - (B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).
- 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.
- 2.16 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.
- 2.19 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;
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (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 3.15 Reading/Comprehension of Informational Text/PROCEDURAL TEXTS.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) follow and explain a set of written multi-step directions; and
 - (B) locate and use specific information in graphic features of 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).
- 3.16 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.
- 3.20 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

- 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;
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (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 4.13 Reading/Comprehension of Informational Text/PROCEDURAL TEXTS.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and
 - (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
- 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).
- 4.14 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.
- 4.18 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;
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (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 5.13 Reading/Comprehension of Informational Text/PROCEDURAL TEXTS. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

- (A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and
- (B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

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).

5.14 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.

5.18 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.

English Language Proficiency Standards — ELPS

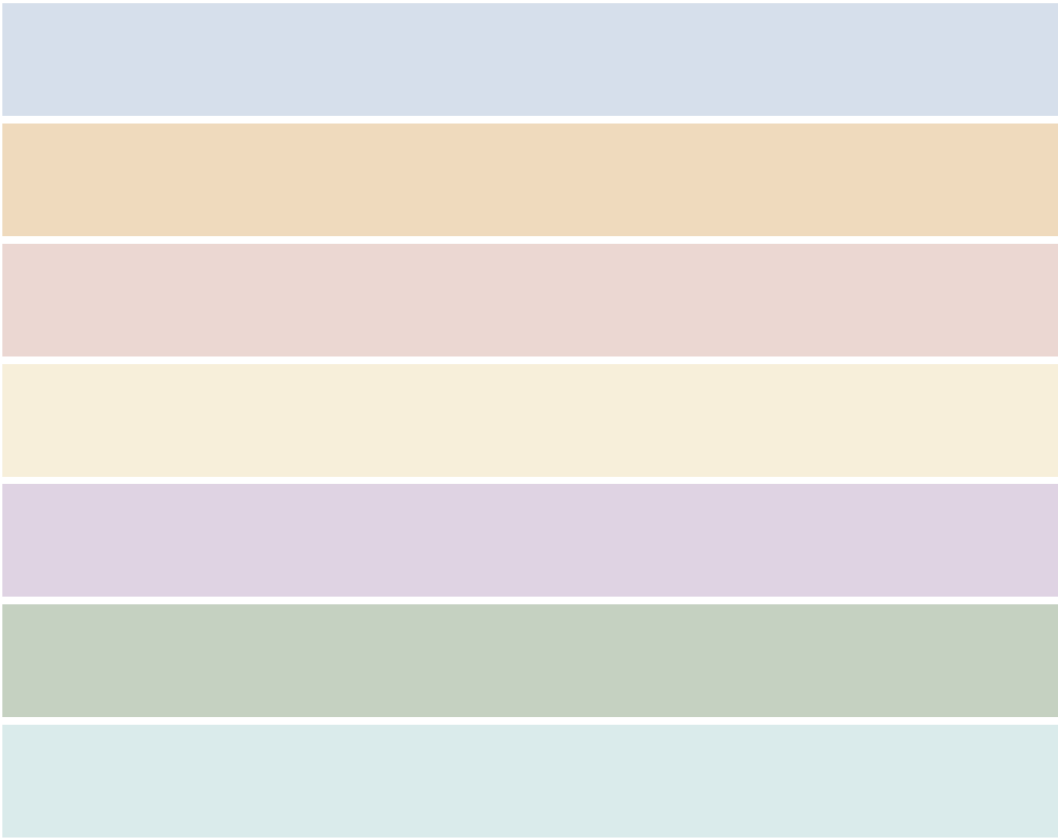
ELPS (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H

(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;
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.

(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.



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