

**§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010**

TEKS with edits

Committee Comments

(a)	<b>Introduction.</b>	
(1)	<p><del>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.</del></p> <p><u>The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author’s purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</u></p>	Sub-committee rewrote.
(2)	<p><del>For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</del></p> <p><u>The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</u></p>	Sub-committee rewrote.
(A)	<p><del>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding,</del></p>	Sub-committee rewrote.

	<p><del>and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</del></p>	
(B)	<p><del>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</del></p>	
(C)	<p><del>During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</del></p>	
(3)	<p><del>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English I as described in subsection (b) of this section.</del></p> <p><u>English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</u></p>	
(4)	<p><u>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</u></p>	

	<p><u>Current research [add references] stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the ELPS and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.</u></p>	
(5)	<p><u>Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey &amp; Rothenberg, 2008).</u></p>	
(6)	<p><u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u></p>	
(b)	<p><b>Knowledge and skills:</b> <u>Listening/Speaking/Reading/Writing using Multiple Text Types;</u> <u>Listening/Speaking/Reading/Writing:</u></p>	
(4)	<p><del>Reading/Beginning Reading Skills/Print Awareness: Students understand how English is written and printed.</del></p>	Be sure to eliminate wordiness.
(1)	<p><u>Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:</u></p>	It is redundant to list them here and in the expectations. Put spelling on #1
(A)	<p><u>demonstrate print awareness by:</u></p>	Added new SE under new strand
(i)	<p><u>recognizing environmental print;</u></p>	Added new SE
(A) (iv)	<p>recognizing that spoken words can be represented by print for communication;</p>	
(B) (viii)	<p>identifying <u>all</u> upper- and lower-case letters;</p>	Clarification
(C) (vi)	<p>demonstrating the one-to-one correspondence between a spoken word and a printed word in text;</p>	

(D) (vii)	recognizing the difference between a letter and a printed word; <u>and</u>	
(E) (v)	recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries. <del>(e.g., including through kinesthetic or tactile actions such as clapping and jumping);</del>	Example of phonemic awareness and is an ineffective example.
(F) (ii)	holding a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right <u>with return sweep; and</u>	Builds foundation for first grade reading.
(G) (iii)	identifying <del>different parts of a book (e.g., the front cover and ,back covers and title page) of a book.</del>	Too wordy.
(2) (B)	<del>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.</del> <u>demonstrate phonological awareness:</u>	rewritten
(A) (i)	<del>identifying a sentence made up of a group of words</del> <u>the individual words in a spoken simple sentence;</u>	Clarification
(B) (iv)	<u>identifying syllables in spoken words;</u>	Moved from Phonetic knowledge and reworded
(ii)	<u>identifying and producing rhyming words in response to an oral prompt;</u>	Combined 3C and 3D
(E) (iii)	<u>recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g such as, "baby boy bounces the ball");</u>	Moved from 3
(F) (v)	<u>blending spoken onsets and rimes to form simple words (e.g such as, onset/c/ and rime/at/ make cat);</u>	Moved from 3
(G) (vii)	<u>blending spoken phonemes to form one-syllable words (e.g such as, /m/ .../a/ .../n/ says man);</u>	Moved from 3
(H) (vi)	<u>isolating the initial sound in one-syllable spoken words; and</u>	Moved from 3
(I) (viii)	<u>segmenting spoken one-syllable words into two to three individual phonemes (e.g such as, dog:/d/ .../o/ .../g/).</u>	Moved from 3 Clarification
(3) (C)	<del>Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</del> <u>demonstrate phonetic knowledge by</u>	Strand redone  Added SE to strand

(i) <del>(A)</del>	<u>identifying and matching the common sounds that letters represent with automaticity;</u>	Combined 3A & 18A From Cavanaugh's (2015) research
(ii) <del>(B)</del>	<u>using <del>knowledge of</del> letter-sound relationships to decode (including, VC, CVC, CCVC, and CVCC words);and encode (including, VC, CVC words);regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);</u>	Combined 3B & 18B
(iii) <del>(C)</del>	<u>recognizing that new words <del>are</del> can be created when letters are changed, added, or deleted; and</u>	Clarification
(iv) <del>(D)</del>	<u>identifying and reading at least 25 high-frequency words with automaticity from a commonly-research based used list;</u>	From Cavanaugh's (2015) research
<del>(C)</del>	<del>orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");</del>	Rewritten
<del>(D)</del>	<del>distinguish orally presented rhyming pairs of words from non-rhyming pairs;</del>	Rewritten
<del>(E)</del>	<del>recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");</del>	Moved to phonological awareness
<del>(F)</del>	<del>blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make eat);</del>	Moved to phonological awareness
<del>(G)</del>	<del>blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);</del>	Moved to phonological awareness
<del>(H)</del>	<del>isolate the initial sound in one-syllable spoken words; and</del>	Moved to phonological awareness
<del>(I)</del>	<del>segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).</del>	Moved to phonological awareness
<del>(D)</del>	<u>develop vocabulary to:</u>	Added SE
(i)	<u>identify and use words that name actions, directions, positions, sequences, and locations;</u>	Moved from 5A
(ii)	<del>recognize</del> <u>understand</u> that compound words are made up of shorter words;	Moved from 5B
(iii)	<u>identify and sort pictures of objects into conceptual categories (e.g., including colors, shapes, textures); and</u>	Moved from 5C
(iv)	<u>use a variety of resources to find words (such as; a picture dictionary, environmental print or digital resources);</u>	Reworded CCRS IIB3A
<del>(v)</del>	<del>identify and read at least 25 high-frequency words from a commonly-used list.</del>	Listed above on C (iv)
(E)	<u>Develop foundational skills by</u>	
(i)	<u>Self-selecting texts and reading independently for a sustained period of time.</u>	



































































(A)	use prefixes and suffixes to determine the meaning of words (e.g., such as allow/disallow);	Combined 2D, 5A, and 23D
(B)	use context to determine the relevant meaning of unfamiliar words or multiple meaning words;	
(C)	identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and	
(D)	alphabetize a series of words and use a dictionary or a glossary to find words.	
(6)	<p><del>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</del></p> <p><u>Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:</u></p>	
(A)	<u>notice and discuss the ways authors group information in structure text with a focus on sequential and descriptive</u>	Moved from 10 C CCRS II A1A-C
(B)	<u>notice and discuss the author's purpose for writing text including to entertain or inform</u>	Moved and adapted from 13A
(C)	<u>identify and use, with support, elements of craft such as punctuation, capitalization, bold words, and descriptive words</u>	New SE for this strand
(A)	identify moral lessons as themes in well-known fables, legends, myths, or stories; and	
(B)	compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	
(7)	<p><del>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.</del></p> <p><u>Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</u></p>	
(A)	<u>plan a first draft by generating ideas for writing (e.g., such as drawing, sharing ideas, listing key ideas);</u>	Moved from Writing Process
(B)	<u>develop drafts by sequencing ideas through writing sentences;</u>	Moved from Writing Process
(C)	<u>revise drafts by adding or deleting words, phrases, or sentences;</u>	Moved from Writing Process
(D)	<u>edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</u>	Moved from Writing Process
(E)	<u>publish and share writing with others.</u>	Moved from Writing Process
(F)	<u>understand the function of and use the conventions of academic language</u>	Moved from K/S Standard 21

(i)	<u>verbs (past, present, and future);</u>	Moved from 21A
(ii)	<u>nouns (singular/plural, common/proper);</u>	Moved from 21A
(iii)	<u>adjectives (e.g.,such as descriptive: old, wonderful; articles: a, an, the);</u>	Moved from 21A
(iv)	<u>adverbs (e.g.,such as time: before, next; manner: carefully, beautifully);</u>	Moved from 21A
(v)	<u>prepositions and prepositional phrases;</u>	Moved from 21A
(vi)	<u>pronouns (e.g.,such as he, him); and</u>	Moved from 21A
<del>(B)</del> (G)	<u>use complete sentences with correct subject-verb agreement; and.</u>	Moved from 21B
<del>(E)</del> (H)	<u>distinguish among declarative and interrogative sentences.</u>	Moved from 21C
<del>(A)</del> (I)	<u>write legibly leaving appropriate margins for readability;</u>	Moved from 22A
<del>(B)</del> (J)	<u>use capitalization for: proper nouns; months and days of the week; and the salutation and closing of a letter; and</u>	Moved from 22Bi-iii
<del>(E)</del> (K)	<u>recognize and use punctuation marks, including: ending punctuation in sentences; apostrophes and contractions; and apostrophes and possessives.</u>	Moved from 22Ci-iii
<del>(F)</del> (L)	<u>use resources to find correct spellings.</u>	Moved from 23F
(8)	<del>Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.</del> <u>Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</u>	
(A)	<u>generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</u>	Moved from 24A
(B)	<u>decide what sources of information might be relevant to answer these questions.</u>	Moved from 24B
(A) (C)	<u>gather evidence from available sources (natural and personal) as well as from interviews with local experts;</u>	Moved from 25A
(B)(D)	<u>use text features (e.g., such as table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., such as picture dictionaries) to locate information; and</u>	Moved from 25B

(C) (E)	<u>record basic information in simple visual formats (e.g., such as notes, charts, picture graphs, diagrams).</u>	Moved from 25C
(A) (F)	<u>revise the topic as a result of answers to initial research questions.</u>	Moved from 26A
(A)	<del>organize and present their ideas and information according to the purpose of the research and their audience.</del>	Moved from 27A
(9)	<del>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</del>	
(A)	<del>describe similarities and differences in the plots and settings of several works by the same author; and</del>	Reworded and combined 9A and 9B under Multiple Genres
(B)	<del>describe main characters in works of fiction, including their traits, motivations, and feelings.</del>	Reworded and combined 9A and 9B under Multiple Genres
(10)	<del>Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.</del>	Deleted because standards are structured to show the difference between fiction/nonfiction
(11)	<del>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., such as take steps).</del>	
(12)	<del>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.</del>	Moved to Foundational Language and Comprehension
(13)	<del>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.</del>	
(14)	<del>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:</del>	
(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., such as table of contents, index, headings) to locate specific information in text.	

(15)	<del>Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</del>	
(A)	follow written multi-step directions; and	
<del>(B)</del>	<del>use common graphic features to assist in the interpretation of text (e.g., such as captions, illustrations).</del>	
(16)	<del>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:</del>	
(A)	recognize different purposes of media (e.g., such as informational, entertainment);	
(B)	describe techniques used to create media messages (e.g., such as sound, graphics); and	
(C)	identify various written conventions for using digital media (e.g., such as e-mail, website, video game).	
(17)	<del>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</del>	
<del>(A)</del>	<del>plan a first draft by generating ideas for writing (e.g., such as drawing, sharing ideas, listing key ideas);</del>	Moved to Composition
<del>(B)</del>	<del>develop drafts by sequencing ideas through writing sentences;</del>	Moved to Composition
<del>(C)</del>	<del>revise drafts by adding or deleting words, phrases, or sentences;</del>	Moved to Composition
<del>(D)</del>	<del>edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</del>	Moved to Composition
<del>(E)</del>	<del>publish and share writing with others.</del>	Moved to Composition
(18)	<del>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:</del>	
(A)	write brief stories that include a beginning, middle, and end; and	
(B)	write short poems that convey sensory details.	
(19)	<del>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:</del>	
(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., such as date, salutation, closing); and	
<del>(C)</del>	<del>write brief comments on literary or informational texts.</del>	Moved to Response

(20)	<del>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.</del>	
(21)	<del>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:</del>	Moved to Composition
(A)	<del>understand and use the following parts of speech in the context of reading, writing, and speaking:</del>	Moved to Composition
(B)	<del>use complete sentences with correct subject-verb agreement; and,</del>	Moved to Composition
(C)	<del>distinguish among declarative and interrogative sentences.</del>	Moved to Composition
(22)	<del>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:</del>	
(A)	<del>write legibly leaving appropriate margins for readability;</del>	Moved to Composition
(B)	<del>use capitalization for:</del>	Moved to Composition and grouped together 22Bi-iii
(i)	<del>proper nouns;</del>	Moved to Composition and grouped together 22Bi-iii
(ii)	<del>months and days of the week; and</del>	Moved to Composition and grouped together 22Bi-iii
(iii)	<del>the salutation and closing of a letter; and</del>	Moved to Composition and grouped together 22Bi-iii
(C)	<del>recognize and use punctuation marks, including:</del>	Moved to Composition and grouped together 22Ci-iii
(i)	<del>ending punctuation in sentences;</del>	Moved to Composition and grouped together 22Ci-iii
(ii)	<del>apostrophes and contractions; and</del>	Moved to Composition and grouped together 22Ci-iii
(iii)	<del>apostrophes and possessives.</del>	Moved to Composition and grouped together 22Ci-iii
(23)	<del>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.</del>	
(A)	<del>use phonological knowledge to match sounds to letters to construct unknown words;</del>	Combined 23A and 2Ai
(B)	<del>spell words with common orthographic patterns and rules;</del>	Combined 23B and 2C

(i)	complex consonants (e.g., such as hard and soft c and g, ck);	Combined 23Bi, 2Aii, and 2Aiii
(ii)	r-controlled vowels;	Combined 23Bii and 2Bv
(iii)	long vowels (e.g., such as VCe hope); and	Combined 23Biii and 2Biv
(iv)	vowel digraphs (e.g., such as oo book, fool, ee feet), diphthongs (e.g., such as ou out, ow cow, oi coil, oy toy);	Combined 23Biv, 2Aiv
(C)	spell high-frequency words from a commonly used list;	Combine 23C and 2G
(D)	spell base words with inflectional endings (e.g., such as -ing and -ed);	Moved to 1(Ei)
(E)	spell simple contractions (e.g., such as isn't, aren't, can't); and	Combined 23E and 2F
(F)	use resources to find correct spellings.	Moved to Composition
(24)	<del>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</del>	
(A)	<del>generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</del>	Moved to Inquiry and Research
(B)	<del>decide what sources of information might be relevant to answer these questions.</del>	Moved to Inquiry and Research
(25)	<del>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</del>	
(A)	<del>gather evidence from available sources (natural and personal) as well as from interviews with local experts;</del>	Moved to Inquiry and Research
(B)	<del>use text features (e.g., such as table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., such as picture dictionaries) to locate information; and</del>	Moved to Inquiry and Research
(C)	<del>record basic information in simple visual formats (e.g., such as notes, charts, picture graphs, diagrams).</del>	Moved to Inquiry and Research
(26)	<del>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.</del>	Moved to Inquiry and Research
(27)	<del>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</del>	Moved to Inquiry and Research
(28)	<del>Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</del>	Moved to Collaboration



(A)	<del>listen attentively to speakers and ask relevant questions to clarify information; and</del>	Condensed for clarity
(B)	<del>follow, restate, and give oral instructions that involve a short related sequence of actions.</del>	Condensed for clarity
(29)	<del>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</del>	Moved to Collaboration
(30)	<del>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.</del>	Moved to Collaboration

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