



# TEKS VERTICAL ALIGNMENT

## Flip Chart



English and Spanish Language Arts & Reading



Debbie Diller: More Than A Classroom Library- TEKS™ Flip Chart is published by  
Steps To Literacy  
4 Easy St.  
Bound Brook, NJ 08805

[www.stepstoliteracy.com](http://www.stepstoliteracy.com)

Text copyright © 2018

All rights reserved. No part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher.

***A note from Debbie:***

*Thank you to all the dedicated educators who contributed their thoughts, ideas and feedback to this project. I am grateful to those who shared their time and expertise to help us create the final product you hold in your hands. This vertically aligned flip chart is designed to make your life easier as you become familiar with and begin implementing the new TEKS. I hope you will find this tool as useful as we aimed it to be! We welcome additional feedback as you dig into the new TEKS and begin planning and teaching with the flip chart.*

*Please share your thoughts with us: [Teks@stepstoliteracy.com](mailto:Teks@stepstoliteracy.com)*

*Special thanks to my Steps To Literacy cohorts:*

*Amanda MacDonnell,*

*Alisia VanLierop,*

*Kristine Ruff*

*With gratitude,*

*Debbie Diller*



## About the Author



**Debbie Diller**, a trusted Texas educator and literacy expert with over 40 years of experience, has worked with every version of the TEKS (and related state tests) across her career! She brings her vast expertise and teaching wisdom to the brand-new offering from Steps To Literacy, *Debbie Diller: More Than a Classroom Library-TEKS™*. This innovative TEKS solution is designed with the teacher in mind—offering tools to help educators understand and implement the freshly minted TEKS.

Throughout her education tenure, Debbie has held the positions of classroom teacher, migrant education teacher, Title I reading specialist, and literacy coach in kindergarten all the way up through 10th grade. Over the past 20 years, she has taught alongside thousands of teachers across Texas as a consultant sharing her practical and innovative ideas for helping students grow into successful readers, writers, and thinkers. Debbie's passion is to simplify complex pieces as she teaches with clarity and intention.

Debbie has written six books for elementary teachers and created many accompanying videos with Stenhouse Publishers on literacy and math stations, small-group instruction, and setting up classroom spaces. Her most recent endeavor is the launch of online courses and a book summarizing all she's learned about teaching children to be independent—*Growing Independent Learners*. Check out her books and resources at [www.debbiediller.com](http://www.debbiediller.com).

# Table of Contents



This icon is used to symbolize when you are teaching the Everyday TEKS.

About this Resource ..... 2-3

Kindergarten ..... 4-65

- Strand 1 ELAR ..... 4-21
- Strand 1 SLAR ..... 22-36
- Strand 2 ..... 37-41
- Strand 3 ..... 42-44
- Strand 4 ..... 45-50
- Strand 5 ..... 51-53
- Strand 6 ..... 54-62
- Strand 7 ..... 63-65

Grade 1 ..... 66-128

- Strand 1 ELAR ..... 67-82
- Strand 1 SLAR ..... 83-97
- Strand 2 ..... 98-102
- Strand 3 ..... 103-105
- Strand 4 ..... 106-112
- Strand 5 ..... 113-115
- Strand 6 ..... 116-125
- Strand 7 ..... 126-128

Grade 2 ..... 129-181

- Strand 1 ELAR ..... 130-143
- Strand 1 SLAR ..... 144-156
- Strand 2 ..... 157-160
- Strand 3 ..... 161-162
- Strand 4 ..... 163-168
- Strand 5 ..... 169-170
- Strand 6 ..... 171-178
- Strand 7 ..... 179-181

Planning Pages ..... 182-184

## Strand Key

- |                               |                                   |
|-------------------------------|-----------------------------------|
| <b>1</b> Foundational Skills  | <b>5</b> Author's Purpose & Craft |
| <b>2</b> Comprehension Skills | <b>6</b> Composition              |
| <b>3</b> Response             | <b>7</b> Inquiry & Research       |
| <b>4</b> Multiple Genres      |                                   |

# About This Resource

The Texas Essential Knowledge and Skills (TEKS) K-2 Flip Chart was designed by Debbie Diller and Steps To Literacy to provide an easy-to-access tool for planning with the new TEKS strand-by-strand, as well as a vertical alignment view of the standards for preceding and following grades. The standards are from the Vertical Alignment Documents on the Texas Education Agency website.



## Everyday TEKS:

The Everyday TEKS icon represents key skills from five of the seven TEKS strands. This icon serves as a visual reminder of the standards that are touched upon through daily ELAR/SLAR instruction. The pedagogy supporting the Everyday TEKS icon is expanded upon in the Planning Guide, which is available by grade for K-5.

### Strand Key

- 1 Foundational Skills
- 2 Comprehension Skills
- 3 Response
- 4 Multiple Genres
- 5 Author's Purpose & Craft
- 6 Composition
- 7 Inquiry & Research

## Coding System:

Debbie Diller has created a specific coding system for the K-2 Flip Chart. The first number listed represents the grade level, the second number listed represents the focus or section, and the letter represents the specific standard.

*Example: 2.6A – (Grade 2, Section 6, Standard A)*

Certain standards may have substandards displayed as Roman numerals in parenthesis after the letter.

*Example: 2.2A (vi) – (Grade 2, Section 6, Standard A, Substandard 6)*

Additionally, we have color-coded each strand using the key to the left. This color-coding serves as a visual guide.

- *I can talk about how the author used words and pictures for a specific purpose with the help from a teacher.*
- *Yo puedo hablar sobre cómo el autor usó texto e imágenes para un determinado propósito con la ayuda de una maestra.*

## “I Can” and “Yo Puedo” Statements:

Within each standard, you will find “I can” and “Yo puedo” statements. These statements were created based on teacher feedback to serve as models for learning objectives you can include in your lesson planning and instruction. The statements reflect the standards language specifically, but we encourage you to adapt the statement based on your individual lessons and needs of your students. We have used a Universal Spanish translation for the “Yo Puedo” statements; feel free to use words that reflect the culture of your Spanish-speaking students.

### Foundational Language Section 1: Oral Language

English

### Foundational Language Section 1: Oral Language

Spanish

Foundational language skills: listening, speaking, and discussion. The student develops oral language through listening, speaking, and discussion.

Foundational language skills: listening, speaking, discussion, and the student develops oral language through listening, speaking, and discussion. The student

## ELAR/SLAR Statement:

For Strand 1, we have separated ELAR and SLAR into individual tables as there are numerous differences between the standards. For all other strands, we have combined ELAR and SLAR due to their similarities. It is our hope that teachers on a grade level will plan as a team to meet the needs of all their students, regardless of the language their children speak.

# About This Resource (cont.)

The Texas Essential Knowledge and Skills (TEKS) K-2 Flip Chart was designed by Debbie Diller and Steps To Literacy to provide an easy-to-access tool for planning with the new TEKS strand-by-strand, as well as a vertical alignment view of the standards for preceding and following grades. The standards are from the Vertical Alignment Documents on the Texas Education Agency website.



## Tips from Debbie Diller:

Each color-coded strand table features a column of “Tips from Debbie Diller” that is grade-level specific. These tips will help you to understand what each standard means and how to make use of it during classroom instruction. These notes explain some of the ways the new TEKS differ from the old and provide suggestions for implementation in the classroom.

We designed a heavy-duty long-lasting flip chart for you to use in PLCs and in lesson planning. Please mark it up, utilize it, and give us your feedback. Our Texas Advisory Board will be constantly looking for ways to support you as a Texas educator implementing the new TEKS! Please send suggestions and feedback to [TEKS@stepstoliteracy.com](mailto:TEKS@stepstoliteracy.com).

1.8B Describe the main character(s) and the reason(s) for their actions.

## Underlining:

You will notice that certain parts of the standards are underlined. The underlining of statements indicates the progression of a standard from the prior grade. In the Kindergarten portion of this Flip Chart, you will notice that underlining occurs only in the comparison of Grade 1. Since there are no TEKS for Pre-K, we have included the 2015 Texas Prekindergarten Guidelines where applicable as part of the vertical alignment for kindergarten.

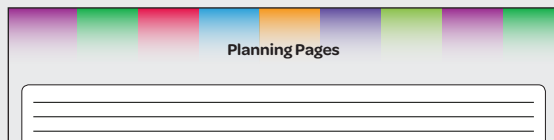
## Dashes:

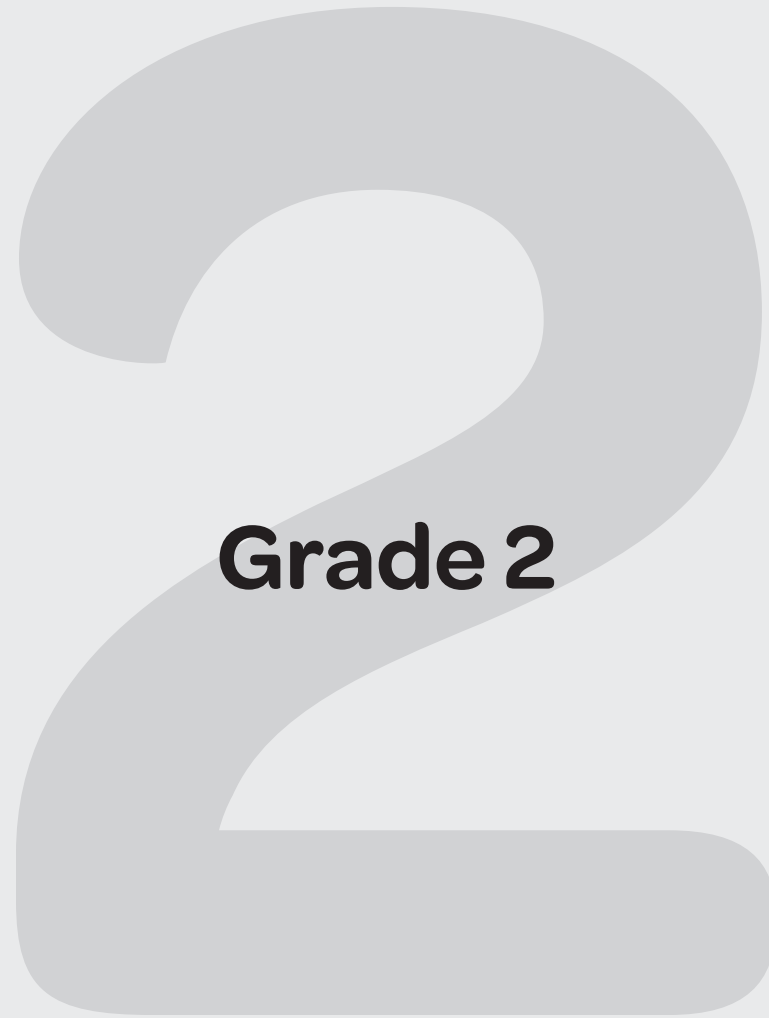
Where dashes appear there is no corresponding grade standard. These spaces are intentionally left blank.

## Planning Pages:

We have added complimentary planning pages to the end of the Flip Chart for you to use as a space for notes, ideas, and inspirations.

Pre-K Guidelines	Kindergarten	Grade 1
-	<p>K.5A Establish purpose for reading assigned and self-selected texts with teacher assistance.</p> <ul style="list-style-type: none"><li><i>I can explain why I chose this book to read with the help of a teacher.</i></li><li><i>Yo puedo explicar por qué elegí mi libro para la lectura autoseleccionada con la ayuda de una maestra.</i></li></ul>	<p>1.6A Establish purpose for reading assigned and self-selected texts with teacher assistance.</p>
	<p>K.5B Generate questions about text before, during, and after.</p>	





**Grade 2**

Foundational Language  
Section 1: Oral Language

English



This icon is used to symbolize when you are teaching the Everyday TEKS™.

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking – **oral language.**  
The student develops oral language through listening, speaking, and discussion. The student is expected to:

Grade 1

1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Grade 2

2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

- *I can listen actively to others and ask and answer questions to help me understand.*



Grade 3

3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.

2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.

- *I can follow, repeat, and give directions.*



3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.

1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

2.1C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

- *I can share my ideas clearly with others.*



3.1C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.



Tips From  
*Debbie Diller*

Model active listening by looking at children when they speak and giving students your full attention. Nod, encourage them to tell more, and restate what you heard. Then have students do the same. Work as a class to practice active listening daily. Remind children to look at the speaker, ask questions if they don't understand or want more information. Insist that children always speak in sentences.

You will have many opportunities for students to do this daily. Once students are familiar with daily routines, have them take turns giving instructions for these daily activities, such as taking attendance, lining up for lunch, walking in the halls, packing up at the end of the day, etc. Have students speak in sentences.

When having discussions about a topic, you might post the topic and point/refer to it as a reminder for children to stay focused on it. If you have a microphone in your classroom, this can help students project their voices and develop confidence in their speaking. Be sensitive to children with speech accommodations and support them as needed with tips from your speech pathologist.



Foundational Language  
Section 1: Oral Language

Spanish



This icon is used to symbolize when you are teaching the Everyday TEKS™.

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking – **oral language.**  
The student develops oral language through listening, speaking, and discussion. The student is expected to:

Grade 1

1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Grade 2

2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

- *Yo puedo escuchar activamente a otros y hacer y responder preguntas que me ayuden entender.*



Grade 3

3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.

2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.

- *Yo puedo seguir, repetir, y dar instrucciones.*



3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.

1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

2.1C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

- *Yo puedo compartir mis ideas claramente con otros.*



3.1C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.



Tips From  
*Debbie Diller*

Teach this the same way in Spanish as in English. Model active listening by looking at children when they speak and giving them your full attention. Nod, encourage students to tell more, and restate what you heard. Then have students do the same. Work as a class to practice active listening daily. Remind children to look at the speaker, ask questions if they don't understand or want more information. Insist that children always speak in sentences.

You will have many opportunities for students to do this daily. Once students are familiar with daily routines, have them take turns giving instructions for daily activities, such as taking attendance, lining up for lunch, walking in the halls, packing up at the end of the day, etc. Have students speak in sentences.

When having discussions about a topic, you might post the topic and point/refer to it as a reminder for children to stay focused on it. If you have a microphone in your classroom, this can help students project their voices and develop confidence in their speaking. Be sensitive to children with speech accommodations and support them as needed with tips from your speech pathologist.



**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

This strand is new. This set of skills used to be called "Figure 19." You'll focus on thinking aloud to help students think about their reading and articulate their thoughts before, during, and after they read. In second grade, scholars will be expected to do these things without adult assistance when reading on their own. Some modeling is still helpful during read-aloud.

Grade 1

Grade 2

Grade 3

1.6A Establish purpose for reading assigned and self-selected texts with teacher assistance.

2.6A Establish purpose for reading assigned and self-selected texts.

\*Note the removal of "with teacher assistance"

- *I can explain why I chose this book to read.*
- *Yo puedo explicar por qué elegí este libro para leer.*



3.6A Establish purpose for reading assigned and self-selected texts.

This isn't author's purpose; it's the reader's reason for reading the text. Before reading model thinking about what you want to read to find out (e.g. "I want to find out what happens to the boy and the big whale in this story; I wonder why this poem is called 'Ma'"). Have scholars share their thinking, too.

\*Try using this sentence starter: "My purpose for reading this book today is..."

1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with teacher assistance.

2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

\*Note the removal of "with teacher assistance"

- *I can ask questions about the text before I read, while I read, and after I read.*
- *Yo puedo hacer preguntas sobre el texto antes de, durante, y después de leer.*



3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

This used to be "ask literal questions of text." Now it's helping students think before, during, and after reading about questions they have. I like to use sticky notes to jot down my questions in front of the class, and encourage them to do the same as they read other texts on their own.

1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with teacher assistance.

2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

\*Note the removal of "with teacher assistance"

- *I can use what I know about this kind of text to make predictions about what I'm reading, check if they're right, and correct them if I need to.*
- *Yo puedo usar lo que sé sobre este tipo de texto para hacer predicciones sobre lo que estoy leyendo, verificar si son correctas y corregirlas si es necesario.*



3.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

This was formerly in "beginning reading strategies." Now it's in "metacognitive skills", which means we need to model by thinking aloud during read-aloud. Model a prediction and then keep track if you can confirm your prediction, or if you change/correct it based upon what you read. Sometimes I write my predictions on sticky notes and then move them around as I read to show where they're confirmed or corrected.

Response Skills  
Section 7  
English/Spanish



This brand-new strand focuses on having students **respond**. I love the reading/writing connections it emphasizes! I recommend starting with **oral** response and then moving to written. Students can respond as they listen (drawing a picture of what they visualize), after they read (talking to a partner about something they learned), or writing what they think before, during, or after they've read. Much of this strand is what I'd call "Everyday TEKS" that can be woven into the fabric of what students do daily. Capitalize on every chance for children to make personal connections and comments, use text evidence, retell, and use new vocabulary as they respond. Beware of the temptation to make students write every time they read. Response is good, but it doesn't always have to be written.

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Grade 1

1.7A Describe personal connections to a variety of sources.

Grade 2

2.7A Describe personal connections to a variety of sources.

- *I can think about and tell the most important parts when I read to help me understand.*
- *Yo puedo hacer y describir mis conexiones con el texto que me ayudó a entender lo que se leyó*



Grade 3

3.7A Describe personal connections to a variety of sources, including self-selected texts.

Note that second-graders are now describing their connections to texts they have chosen, not just ones you've read-aloud or assigned. Begin by having students respond orally, talking about connections they made and how these helped them comprehend the text (e.g. I've felt left out like the character, but I bet he'll make friends like I did). Once children can success them write personal connections. This isn't just "coding" their connections by saying something like "I made a text-to-self connection."

1.7B Write brief comments on literary or informational texts.

2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.

- *I can write comments about what was read.*
- *Yo puedo escribir sobre lo que se leyó compartiendo mi pensamiento.*

3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.

This TEK focuses on writing comments about text students have heard or read. Be sure students can talk about what they've read before you expect them to write their comments down. If you're focusing on poetry, you might ask students to write what the poem made them think about (e.g. I pictured the stars in the night sky. It must have been in the country because the stars were really bright).

1.7C Use text evidence to support an appropriate response.

2.7C Use text evidence to support an appropriate response.

- *I can use text evidence to go with my response.*
- *Yo puedo usar evidencia de texto con mi respuesta.*



3.7C Use text evidence to support an appropriate response.

Here scholars are expected to use text evidence—words directly from the text—that go with their response. Again, have students say what the text evidence is before you expect them to write it. (e.g. The words, "deep in the heart of Texas," and "the prairie sky" help me know this is in the country.)

# Multiple Genres

## Section 8: Literary Elements

### English/Spanish



This icon is used to symbolize when you are teaching the Everyday TEKS™.

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts—**literary elements**.

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

#### Grade 1

1.8A Discuss topics and determine theme using text evidence with teacher assistance.

1.8B Describe the main character(s) and the reason(s) for their actions.

1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read-aloud and independently.

#### Grade 2

2.8A Discuss topics and determine theme using text evidence with teacher assistance.

- *I can talk about the theme or topic of what I'm reading using evidence from the text with the help of a teacher.*
- *Yo puedo hablar sobre el tema o asunto de lo que estoy leyendo con evidencia del texto con la ayuda de una maestra.*

2.8B Describe the main character's (characters') internal and external traits.

- *I can describe the main character's internal and external traits.*
- *Yo puedo describir las características internas y externas de la/el protagonista/o.*

2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read-aloud and independently.

- *I can describe the plot elements of a story such as main events, conflict, and resolution.*
- *Yo puedo describir los elementos de la trama de una historia como eventos principales, conflictos y resolución.*

#### Grade 3

3.8A Infer the theme of a work, distinguishing theme from topic;

\*Note the removal of "with teachers assistance"

3.8B Explain the relationships among the major and minor characters.

3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution.



Tips From  
*Debbie Diller*

I've had the most success with teaching kids about theme by charting some common themes (e.g. friendship, courage, greed) and then matching books to these. There are many great resources available online that provide common themes found in literature. Once kids have identified the theme, have them discuss it using evidence from the text. You may want to project your read-aloud book so students can find text evidence, such as "When.... in the book, that showed friendship."

It's usually easy for students to identify external traits, such as what a character looks like. I like to focus more on internal traits, or how the character acts. Have students share examples from the book that show why that character acts a certain way. [Readwritethink.org](http://Readwritethink.org) has a good list of character traits. These will expand students' vocabulary beyond good or nice.

Note that plot elements in second grade move beyond problem and solution to main events, conflict, and resolution. You might layer these on top of beginning, middle, and end to help children think about the story in order. I like to use a modified plot diagram like the one found at [Readwritethink.org](http://Readwritethink.org) and sticky notes to chart these elements.

# Author's Purpose and Craft

## Section 10

### English/Spanish



Tips From  
*Debbie Diller*

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

The student is expected to:

I like this new strand because it helps connect reading and writing! It moves beyond author's purpose to helping children think about how the author crafts his/her writing. It provides great opportunities to help children read like writers and write like readers.

#### Grade 1

#### Grade 2

#### Grade 3

1.10A Discuss the author's purpose for writing text.

2.10A Discuss the author's purpose for writing text.

- *I can tell why I think the author wrote this text.*
- *Yo puedo determinar por qué creo que el autor escribió este texto.*



3.10A Explain the author's purpose and message within a text.

Author's purpose is much more than PIE (to persuade, inform, or entertain). As you read aloud to students, think aloud with them about why the author might have written this text. For fun, find author interviews and read/view these to get the real story behind why authors wrote certain books. [Readingrockets.org](http://Readingrockets.org) and [nbclearn.com](http://nbclearn.com) have some excellent children's author interviews. You might even write a class letter to an author asking why s/he wrote a particular book (just address it to the publisher).

1.10B Discuss how the use of text structure contributes to the author's purpose.

2.10B Discuss how the use of text structure contributes to the author's purpose.

- *I can tell how the author uses words to help the reader create pictures in their mind.*
- *Yo puedo hablar sobre cómo el autor utilizó la estructura de texto para un determinado propósito.*

3.10B Explain how the use of text structure contributes to the author's purpose.

As you do shared reading of a text, have students identify text structures (like chronological order or cause-effect in informational text) and tell why they think the author used that structure. For example, "I think the author used cause and effect structure when writing about storms to show why storms form." Also examine text structure in stories (character development, use of setting, and plots). "I think the author wanted us to know that people can change by the way the main character changed in this book."

1.10C Discuss with teacher assistance the author's use of print and graphic features to achieve specific purposes.

2.10C Discuss the author's use of print and graphic features to achieve specific purposes.

\*Note the removal of "with teacher assistance"

- *I can talk about how the author used words and pictures for a specific purpose.*
- *Yo puedo hablar sobre cómo el autor usó texto e imágenes para un determinado propósito.*



3.10C Explain the author's use of print and graphic features to achieve specific purposes.

Again, I'd use shared reading where students can see the text as we read it together. Have them look for examples of words and pictures the author used and discuss why the author might have done so. For example, "I think the author used the words 'Hugs, licks, barking and laughing, Warmer than sunshine and pictures of a happy dog playing with two boys to show that this family loves the stray dog they found.'"

Composition  
Section 11: Writing Process

English/Spanish



This icon is used to symbolize when you are teaching the Everyday TEKS™.

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts-**writing process.**  
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:



Grade 1

Grade 2

Grade 3

1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.

2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.

- *I can draw and brainstorm ideas for my writing.*
- *Yo puedo dibujar y hacer una lluvia de ideas para escribir.*

3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Remember that listening, speaking, reading, writing, and thinking are all part of the writing process. It's important for students to hear stories and tell stories before they ever write stories. Allow second-graders to draw pictures and talk as part of brainstorming ideas of what they'll write about. Know that writers need to choose their own topics. Beware of constantly assigning what you want children to write about or using story starters.

1.11B Develop drafts in oral, pictorial, or written form by:

2.11B Develop drafts into a focused piece of writing by:

- *I can write drafts to focus my writing.*
- *Yo puedo escribir muchas versiones para enfocar mi escritura.*

3.11B Develop drafts into a focused, structured, and coherent piece of writing by:

Help children focus their writing by allowing them to work on pieces over time. It's not necessary (or even a good idea) to expect them to complete a piece of writing in one sitting. Let them return to drafts several times across time to improve their focus. Model how to do this with your own writing in front of the class. Write a piece and then return to it in a day or so, showing how to reread and think about if your writing is clear and focused.

1.11B (i) Organizing with structure;

2.11B (i) Organizing with structure;

- *I can organize my writing using structures that other authors use.*
- *Yo puedo organizar mi escritura para que este claro para mí y para mi audiencia.*

3.11B (i) Organizing with purposeful structure, including an introduction and a conclusion;

As you study text structures in reading, help children apply this knowledge to their writing. Point out when and how you use chronological order when composing a how-to or procedural text. Likewise, if writing a story, emphasize how you think about and show character traits or conflict and resolution. Encourage students to identify and help each other use text structures in their writing to organize their ideas.

# Inquiry and Research

## Section 13

### English/Spanish



This icon is used to symbolize when you are teaching the Everyday TEKS™.

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

#### Grade 1

1.13A Generate questions for formal and informal inquiry with teacher assistance.

#### Grade 2

2.13A Generate questions for formal and informal inquiry with teacher assistance.

- *I can ask questions and conduct research about the things that make me wonder with the help of a teacher.*
- *Yo puedo hacer preguntas y realizar investigaciones sobre las cosas que me hacen pensar con la ayuda de una maestra.*

#### Grade 3

3.13A Generate questions on a topic for formal and informal inquiry.

\*Note the removal of “with teacher assistance”

1.13B Develop and follow a research plan with teacher assistance.

2.13B Develop and follow a research plan with teacher assistance.

- *I can create and follow a research plan to answer my questions with the help of a teacher.*
- *Yo puedo crear y seguir un plan de investigación para responder mis preguntas con la ayuda de una maestra.*

3.13B Develop and follow a research plan with teacher assistance.

1.13C Identify and gather relevant sources and information to answer the questions with teacher assistance.

2.13C Identify and gather relevant sources and information to answer the questions.

\*Note the removal of “with teacher assistance”

- *I can use resources to get information that answers my questions.*
- *Yo puedo usar recursos para encontrar respuestas para mis preguntas.*

3.13C Identify and gather relevant information from a variety of sources.



Tips From  
*Debbie Diller*

There is a huge emphasis on asking (and answering) questions in the new TEKS for second grade. This time it’s a part of research/inquiry. Pay attention to questions students have throughout the day. I like to keep a “wonder wall” or “inquiry board” where we can pose our questions and invite others to help answer them. These may grow out of things being studied in science or just our kids’ natural curiosity. Model by showing your own sense of wonder and demonstrating how to form open-ended questions that move beyond simple yes/ no answers.

Second grade research doesn’t have to be complex or be a regimented procedure where everyone writes a report about an animal. Introduce the children to and model how to work through the following plan:

#### How to Research:

**1. Ask open-ended questions.** Move through the following TEKS for the next steps in the research plan.

**2. Find sources that may help answer your questions.** As the teacher, you should gather grade-level appropriate texts that will help children narrow their focus. Show kids how to use sites like *kidrex.com* that are geared to helping younger students navigate online information.

**3. Read and take notes that answer your questions.** Model how to read texts and jot down notes that give answers to your questions. Use pictures and words to show kids how to take simple notes. I like to use sticky notes placed in a folder with the questions written at the top, so the notes can later be manipulated and organized.





# More Than a Classroom Library-TEKS™



*Full Collection Includes...*

## Planning Guide

Purchase together as "Starter Kit"

## Model Texts

The Planning Guide serves as a suggested pacing guide with tools to help busy teachers plan literacy instruction efficiently. Each grade-level Planning Guide includes:

- Teaching & Learning Cycle™
- Balanced Literacy Components
- Everyday TEKS™
- Weaving Your Year Together: The Ribbon Approach
  - Year-Long Snapshot
  - One Month-Close Up
- Lessons that Last™

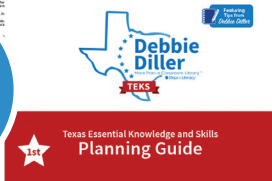
Debbie Diller and Steps To Literacy have hand-selected 25 diverse, culturally-relevant, literary and informational model texts per grade level to engage and inspire your students. These texts tie into the TEKS to help you model reading comprehension and writing skills. Each model text is referenced in the Lessons That Last™ section of the planning guide to simplify lesson planning!

## Choice & Voice™ Classroom Library

This robust classroom library contains 125 titles per grade and is available in English and Spanish! Each Choice & Voice Classroom Library™ features a mix of fiction and nonfiction high-interest and content-based titles. These texts also highlight focuses from Lessons That Last™ so students can apply what they've learned from previous lessons during independent reading time.



Planning Guide by grade



For more information contact Steps To Literacy:

P.O. Box 6737 Bridgewater, NJ 08807 • 800-895-2804 • [www.stepstoliteracy.com](http://www.stepstoliteracy.com) • [TEKS@stepstoliteracy.com](mailto:TEKS@stepstoliteracy.com)

ISBN 978-1-642-40382-4



9 781642 403824