

# ELAR TEKS Side-by-Sides

— FOR TEACHERS —  
ELEMENTARY



# ELAR TEKS Side-by-Sides

— FOR TEACHERS —

## GRADE 2

The Knowledge and Skills Side by Side compares the similarities and differences between the 2008 and 2017 Texas Essential Knowledge and Skills statements for English Language Arts and Reading released by the Texas Education Agency. The information in this resource provides support for curriculum and instructional revisions.

New 2017	Current 2008
Strand 1 - Developing and Sustaining Foundational Language Skills	
2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.	Listening and Speaking/Listening Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.
	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.
	Listening and Speaking/Teamwork Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.
2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	Reading/Beginning Reading Skills/Print Awareness Students understand how English is written and printed.
	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.
2.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	Reading/Vocabulary Development Students understand new vocabulary and use it when reading and writing.
2.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Reading/Fluency Students read grade-level text with fluency and comprehension.
2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Reading/Comprehension of Text/Independent Reading Students read independently for sustained periods of time and produce evidence of their reading.
Strand 2 - Comprehension Skills	
2.6 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.	2.Fig.19 Reading/Comprehension Skills Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.
	Reading/Beginning Reading/Strategies Students comprehend a variety of texts drawing on useful strategies as needed.



New 2017	Current 2008
<b>Strand 3 - Response Skills</b>	
<b>2.7</b> 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.	
<b>Strand 4 - Multiple Genres</b>	
<b>2.8</b> 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.	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.
<b>2.9</b> Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	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.
	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.
	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.
	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.
	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.
	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.
	Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.
	Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.



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New 2017	Current 2008
Strand 5 - Author's Purpose and Craft	
<p><b>2.10</b> 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.</p>	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.</p>
	<p>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.</p>



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New 2017	Current 2008
<b>Strand 6 - Composition</b>	
<b>2.11</b> 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.	Writing/Writing Process Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
	Oral and Written Conventions/Conventions Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
	Oral and Written Conventions/Spelling Students spell correctly.
<b>2.12</b> Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	Writing/Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
	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.
	Writing/Persuasive Texts Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
<b>Strand 7 - Inquiry and Research</b>	
<b>2.13</b> 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.	Research/Research Plan Students ask open-ended research questions and develop a plan for answering them.
	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.
	Research/Synthesizing Information Students clarify research questions and evaluate and synthesize collected information.
	Research/Organizing and Presenting Ideas Students organize and present their ideas and information according to the purpose of the research and their audience.



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The Student Expectation Side by Side compares the 2008 and 2017 Texas Essential Knowledge and Skills student expectations released by the Texas Education Agency. The information identifies student expectations that did not change, student expectations that changed in cognitive and/or content expectation, and student expectations that moved from another grade.

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





Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	2.28(A) listen attentively to speakers and ask relevant questions to clarify information	<b>Added</b> <ul style="list-style-type: none"> <li>answer questions using multi-word responses</li> </ul>	<b>Changed</b> <ul style="list-style-type: none"> <li>attentively to actively</li> </ul>
	2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	2.28(B) follow, restate, and give oral instructions that involve a short, related sequence of actions		
	2.1(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	2.29(A) 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		
	2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	2.30(A) 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		<b>Added</b> <ul style="list-style-type: none"> <li>build on the ideas of others</li> </ul>
	2.1(E) develop social communications such as distinguishing between asking and telling			

**2.2 Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.2(A) demonstrate phonological awareness by: (i) producing a series of rhyming words			



**2.2 Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.2(A) demonstrate phonological awareness by: (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words			
	2.2(A) demonstrate phonological awareness by: (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed			
	2.2(A) demonstrate phonological awareness by: (iv) manipulating phonemes within base words			
	2.2(B) demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends	2.2(B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., pic-nic, monster) (ii) open syllable (CV) (e.g., ti-ger) (iii) final stable syllable (e.g., sta-tion, tum-ble) (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape) (v) r-controlled vowels (e.g., per-fect, corner) (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal) 2.2(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant)	<b>Changed</b> • use to demonstrate and apply	<b>Changed</b> • closed syllable to short vowel • open syllable to long vowel <b>Added</b> • variant vowels • trigraphs • blends <b>Note</b> Although decoding final stable syllable and vowel-consonant-silent "e" words (VCe) are not listed here, they are included in the decode multisyllabic words standard below (2.2B).
	2.2(B) demonstrate and apply phonetic knowledge by: (ii) decoding words with silent letters such as knife and gnat			




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**2.2 Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.2(B) demonstrate and apply phonetic knowledge by: (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2.2(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including: (i) single letters (consonants and vowels) (ii) consonant blends (e.g., thr, spl) (iii) consonant digraphs (e.g., ng, ck, ph) (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou)  2.2(B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., pic-nic, monster) (ii) open syllable (CV) (e.g., ti-ger) (iii) final stable syllable (e.g., sta-tion, tum-ble) (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape) (v) r-controlled vowels (e.g., per-fect, corner) (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)	<b>Added</b> • demonstrate and apply	<b>Changed</b> • vowel-consonant-silent "e" words (VCe) to VCe syllables • r-controlled vowels to r-controlled syllables <b>Removed</b> • consonant digraphs <b>Added</b> • phonetic knowledge
	2.2(B) demonstrate and apply phonetic knowledge by: (iv) decoding compound words, contractions, and common abbreviations	2.2(E) identify and read abbreviations (e.g., Mr., Ave.)  2.2(F) identify and read contractions (e.g., haven't, it's)	<b>Changed</b> • read to decode <b>Removed</b> • identify	<b>Added</b> • compound words
	2.2(B) demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV			




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**2.2 Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.2(B) demonstrate and apply phonetic knowledge by: (vi) decoding words with prefixes, including un-, re-, and -dis, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	2.2(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful)	<b>Changed</b> • read to decode	<b>Changed</b> • suffixes to inflectional endings <b>Removed</b> • suffixes, -ly, -less, -ful <b>Added</b> • prefix re- • inflectional endings: s, -es, -ed, -ing, -er, -est
	2.2(B) demonstrate and apply phonetic knowledge by: (vii) identifying and reading high-frequency words from a research-based list	2.2(G) identify and read at least 300 high-frequency words from a commonly used list		<b>Changed</b> • commonly used list to research-based list <b>Removed</b> • 300 words <b>Note</b> 1st grade will read at least 100 high-frequency words.
	2.2(C) demonstrate and apply spelling knowledge by: (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	<b>2.23(B) SUPPORTING STANDARD</b>  spell words with common orthographic patterns and rules: (i) complex consonants (e.g., hard and soft c and g, ck) (ii) r-controlled vowels (iii) long vowels (e.g., VCe-hope) (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)		<b>Changed</b> • long vowels to VCe syllables <b>Removed</b> • words with common orthographic patterns and rules • complex consonants <b>Added</b> • one-syllable and multisyllabic words with closed syllables • open syllables • final stable syllables • vowel teams (name for vowel digraphs and diphthongs)
	2.2(C) demonstrate and apply spelling knowledge by: (ii) spelling words with silent letters such as knife and gnat			This student expectation moved to grade 2 from grade 4.
	2.2(C) demonstrate and apply spelling knowledge by: (iii) spelling compound words, contractions, and common abbreviations	<b>2.23(E) SUPPORTING STANDARD</b>  spell simple contractions (e.g., isn't, aren't, can't)		<b>Changed</b> • simple contractions to contractions <b>Added</b> • common abbreviations • compound words



**2.2 Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.2(C) demonstrate and apply spelling knowledge by: (iv) spelling multisyllabic words with multiple sound-spelling patterns			This student expectation moved to grade 2 from grade 3.
	2.2(C) demonstrate and apply spelling knowledge by: (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word			
	2.2(C) demonstrate and apply spelling knowledge by: (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	<b>2.23(D) SUPPORTING STANDARD</b> spell base words with inflectional endings (e.g., -ing and -ed)		<b>Added</b> <ul style="list-style-type: none"> <li>words with prefixes: un-, re-, dis-</li> <li>inflectional endings: -s, -es, -er, -est</li> </ul>
	2.2(D) alphabetize a series of words and use a dictionary or glossary to find words	<b>2.5(D) SUPPORTING STANDARD</b> alphabetize a series of words and use a dictionary or a glossary to find words		
	2.2(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	<b>2.22(A) SUPPORTING STANDARD</b> write legibly leaving appropriate margins for readability	<b>Changed</b> <ul style="list-style-type: none"> <li>write legibly to accurately forming</li> </ul>	<b>Removed</b> <ul style="list-style-type: none"> <li>margins for readability</li> </ul> <b>Note</b> Cursive handwriting moved to grade 2 from grade 3.

**2.3 Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words	<b>2.23(F) SUPPORTING STANDARD</b> use resources to find correct spellings	<b>Removed</b> <ul style="list-style-type: none"> <li>find correct spelling</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>determine meaning and pronunciation</li> </ul>	<b>Added</b> <ul style="list-style-type: none"> <li>print or digital (resources)</li> <li>unknown words</li> </ul>



**2.3 Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words	<b>2.5(B) READINESS STANDARD</b> use context to determine the relevant meaning of unfamiliar words or multiple-meaning words		<b>Removed</b> <ul style="list-style-type: none"> <li>multiple-meaning words</li> <li>relevant meaning</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>within and beyond a sentence</li> </ul>
	2.3(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	<b>2.5(A) READINESS STANDARD</b> use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)	<b>Change</b> <ul style="list-style-type: none"> <li>use to determine to identify and use</li> </ul>	<b>Changed</b> <ul style="list-style-type: none"> <li>prefixes and suffixes to affixes</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>un-</li> <li>re-</li> <li>-ly</li> <li>-er</li> <li>-est (comparative and superlative)</li> <li>-ion/tion/sion</li> </ul>
	2.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	<b>2.5(C) SUPPORTING STANDARD</b> identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning	<b>Added</b> <ul style="list-style-type: none"> <li>explain</li> </ul>	<b>Added</b> <ul style="list-style-type: none"> <li>idioms</li> <li>(previously addressed in 4th grade)</li> <li>homographs</li> <li>(previously addressed in 3rd grade)</li> </ul>

**2.4 Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	2.4(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension  2.2(H) monitor accuracy of decoding		<b>Changed</b> <ul style="list-style-type: none"> <li>expression and phrasing to prosody</li> </ul> <b>Removed</b> <ul style="list-style-type: none"> <li>read aloud</li> </ul> <b>Note</b> Students use the skill of fluency in both silent and oral reading. <b>Note</b> Monitoring decoding is a process required for accuracy in reading.



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**2.5 Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.5(A) self-select text and read independently for a sustained period of time	<b>2.12(A) SUPPORTING STANDARD</b> read independently for a sustained period and paraphrase what the reading was about, maintaining meaning		<b>Added</b> <ul style="list-style-type: none"> <li>self-selected text</li> </ul> <b>Note</b> Paraphrase is addressed in 2.7(D).

**2.6 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.6(A) establish purpose for reading assigned and self-selected texts	2.Fig.19(A) establish purposes for reading selected texts based upon content to enhance comprehension  2.3(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud)		<b>Added</b> <ul style="list-style-type: none"> <li>assigned text</li> </ul>
	2.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	2.Fig.19(B) ask literal questions of text  2.3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text		<b>Changed</b> <ul style="list-style-type: none"> <li>locate facts and details to gain information</li> </ul> <b>Removed</b> <ul style="list-style-type: none"> <li>literal questions</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>before, during, and after reading</li> <li>deepen understanding</li> </ul>



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**2.6 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.6(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures	2.3(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions  2.25(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information	<b>Removed</b> • use <b>Added</b> • correct	<b>Removed</b> • to locate information <b>Added</b> • characteristics of genre • structures
	2.6(D) create mental images to deepen understanding	2.Fig.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	<b>Removed</b> • monitor and adjust	<b>Added</b> • deepen understanding
	2.6(E) make connections to personal experiences, ideas in other texts, and society	2.Fig.19(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence		
	2.6(F) make inferences and use evidence to support understanding	<b>2.Fig.19(D) READINESS &amp; SUPPORTING</b> make inferences about text using textual evidence to support understanding		
	2.6(G) evaluate details read to determine key ideas	2.3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text  <b>2.Fig.19(E) READINESS &amp; SUPPORTING</b> retell important events in stories in logical order	<b>Removed</b> • locate • support • retell  <b>Added</b> • evaluate • determine	<b>Added</b> • key ideas <b>Impact</b> The focus is determining the details that are most important in communication the author's intended meaning.
	2.6(H) synthesize information to create new understanding			



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**2.6 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	2.Fig.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)  2.3(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud)		<b>Added</b> <ul style="list-style-type: none"> <li>checking for visual clues</li> <li>understanding breaks down</li> </ul> <b>Note</b> Sensory images (mental images) is addressed in 2.6(D).

**2.7 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.7(A) describe the personal connections to a variety of sources		<b>Impact</b> Students will describe their reflective thinking both orally and through written response/representation.	<b>Impact</b> Written responses are not required to be an entire essay but may include free-writing, illustrations, etc.
	2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text	<b>2.19(C) SUPPORTING STANDARD</b> write brief comments on literary or informational texts		<b>Impact</b> Written responses are not required to be an entire essay but may include free-writing, illustrations, etc.
	2.7(C) use text evidence to support an appropriate response			<b>Impact</b> Written responses are not required to be an entire essay but may include free-writing, illustrations, etc.
	2.7(D) retell and paraphrase texts in ways that maintain meaning and in logical order	<b>2.14(C) READINESS STANDARD</b> describe the order of events or ideas in a text		<b>Impact</b> The focus of retell/paraphrase is to capture the overall meaning of the text.
	2.7(E) interact with sources in meaningful ways such as illustrating or writing			



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**2.7 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.7(F) respond using newly acquired vocabulary as appropriate		<b>Impact</b> Students responses will include both oral and written formats.	<b>Impact</b> Student responses will include vocabulary from tier reading, words study, and other academic vocabulary specific to the task and/or genre.


**2.8 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.8(A) discuss topics and determine theme using text evidence with adult assistance	<b>2.13(A) SUPPORTING STANDARD</b> identify the topic and explain the author's purpose in writing the text  <b>2.6(A) SUPPORTING STANDARD</b> identify moral lessons as themes in well-known fables, legends, myths, or stories	<b>Changed</b> • explain to discuss <b>Removed</b> • identify <b>Added</b> • determine	<b>Removed</b> • author's purpose • type of texts specificity <b>Added</b> • text evidence • with adult assistance
	2.8(B) describe the main character's (characters') internal and external traits	<b>2.9(B) READINESS STANDARD</b> describe main characters in works of fiction, including their traits, motivations, and feelings		<b>Added</b> • internal traits • external traits <b>Note</b> Internal traits include motivations and feelings.
	2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	<b>2.9(A) READINESS STANDARD</b> describe similarities and differences in the plots and settings of several works by the same author	<b>Changed</b> • describe similarities and differences to describe and understand	<b>Removed</b> • setting <b>Added</b> • main events • conflict • resolution • read aloud • read independently
	2.8(D) describe the importance of the setting			





**2.9 Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales			
	2.9(B) explain visual patterns and structures in a variety of poems	<b>2.7(A) SUPPORTING STANDARD</b> describe how rhyme, rhythm, and repetition interact to create images in poetry	<b>Changed</b> • describe to explain	<b>Removed</b> • rhyme, rhythm, and repetition <b>Added</b> • visual patterns and structures
	2.9(C) discuss elements of drama such as characters, dialogue, and setting	<b>2.8(A) SUPPORTING STANDARD</b>	<b>Removed</b> • identify <b>Added</b> • describe	<b>Removed</b> • informal plays <b>Added</b> • characters • setting
	2.9(D) recognize characteristics and structures of informational text including:  (i) the central idea and supporting evidence with adult assistance	<b>2.14(A) READINESS STANDARD</b> identify the main idea in a text and distinguish it from the topic	<b>Changed</b> • identify to recognize <b>Removed</b> • distinguish	<b>Changed</b> • main idea to central idea <b>Removed</b> • topic <b>Added</b> • supporting evidence • with adult assistance
	2.9(D) recognize characteristics and structures of informational text including:  (ii) features and graphics to locate and gain information	<b>2.14(D) READINESS STANDARD</b> use text features (e.g., table of contents, index, headings) to locate specific information in text  <b>2.15(B) SUPPORTING STANDARD</b> use common graphic features to assist in the interpretation of text (e.g., captions, illustrations)	<b>Removed</b> • use <b>Added:</b> • recognize	<b>Added</b> • gain information • graphics



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**2.9 Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.9(D) recognize characteristics and structures of informational text including:  (iii) organizational patterns such as chronological order and cause and effect stated explicitly	<b>2.14(C) READINESS STANDARD</b>  describe the order of events or ideas in a text	<b>Removed</b> • describe <b>Added</b> • recognize	<b>Removed</b> • events • ideas <b>Added</b> • chronological order • cause and effect <b>Impact</b> The focus is organizational pattern of the text. <b>Note</b> Cause and effect organizational pattern moved to grade 2 from grade 3.
	2.9(E) recognize characteristics of persuasive text, including: (i) stating what the author is trying to persuade the reader to think or do			This student expectation moved to grade 2 from grade 3.
	2.9(E) recognize characteristics of persuasive text, including: (ii) distinguishing facts from opinion			This student expectation moved to grade 2 from grade 4. <b>Note</b> Fact and opinion will be addressed in all genres of multimodal texts.
	2.9(F) recognize characteristics of multimodal and digital text	<b>2.16(B) SUPPORTING STANDARD</b>  describe techniques used to create media messages (e.g., sound and graphics)	<b>Removed</b> • describe <b>Added</b> • recognize	<b>Changed</b> • techniques to characteristics <b>Impact</b> Recognized characteristics will be based on the universal and individual characteristics of the text and could include language and written conventions. <b>Note</b> Multimodal: how linguistics, visuals, sounds, etc., work individually and together to communicate meaning. Multimodal could include media.



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**2.10 Author's purpose and craft:** listening, speaking, reading, writing 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:


Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.10(A) discuss the author's purpose for writing text	<b>2.16(A) SUPPORTING STANDARD</b> recognize different purposes of media (e.g., to inform, to entertain) (with adult assistance)	<b>Changed</b> • explain to discuss <b>Removed</b> • identify • recognize	<b>Removed</b> • topic • media <b>Note</b> This student expectation relates to all genres including media
	2.10(B) discuss how the use of text structure contributes to the author's purpose			
	2.10(C) discuss the author's use of print and graphic features to achieve specific purposes	<b>2.15(B) SUPPORTING STANDARD</b> use common graphic features to assist in the interpretation of text (e.g., captions, illustrations)	<b>Removed</b> • use common features <b>Added</b> • discuss the author's use of features	<b>Added</b> • print
	2.10(D) discuss the use of descriptive, literal, and figurative language	<b>2.11(A) SUPPORTING STANDARD</b> recognize that some words and phrases have literal and non-literal meanings (e.g., take steps)	<b>Removed</b> • recognize <b>Added</b> • discuss	<b>Changed</b> • meanings to language • non-literal to figurative <b>Added</b> • descriptive
	2.10(E) identify the use of first or third person in a text			This student expectation moved to grade 2 from grade 3.
	2.10(F) identify and explain the use of repetition			

**2.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	<b>2.17(A) SUPPORTING STANDARD</b> plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)		<b>Added</b> • brainstorming <b>Impact</b> The focus is generating ideas/thoughts.



**2.11 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 meaningful and legible and use appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.11(B) develop drafts into a focused piece of writing by: (i) organizing with structure	<b>2.17(B) READINESS STANDARD</b> develop drafts by sequencing ideas through writing sentences		<b>Changed</b> • sequencing ideas to organizing with structure
	2.11(B) develop drafts into a focused piece of writing by: (ii) developing an idea with specific and relevant details			
	2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	<b>2.17(C) READINESS STANDARD</b> revise drafts by adding or deleting words, phrases, or sentences		<b>Added</b> • rearranging <b>Note</b> This student expectation defines revision as adding, deleting, and rearranging.
	2.11(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement	<b>2.17(D) READINESS STANDARD</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric  <b>2.21(B) READINESS STANDARD</b> use complete sentences with correct subject-verb agreement	<b>Changed</b> • use to edit	<b>Changed</b> • grammar, punctuation, and spelling to standard English convention <b>Removed</b> • teacher-developed rubric
	2.11(D) edit drafts using standard English conventions, including: (ii) past, present, and future verb tense	<b>2.21(A) SUPPORTING STANDARD</b> understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future)	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking
	2.11(D) edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns	<b>2.21(A) SUPPORTING STANDARD</b> understand and use the following parts of speech in the context of reading, writing, and speaking: (ii) nouns (singular/plural, common/proper)	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking



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**2.11 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 meaningful and legible and use appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.11(D) edit drafts using standard English conventions, including: (iv) adjectives, including articles	<b>2.21(A) SUPPORTING STANDARD</b>  understand and use the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking
	2.11(D) edit drafts using standard English conventions, including: (v) adverbs that convey time and adverbs that convey place	<b>2.21(A) SUPPORTING STANDARD</b>  understand and use the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking <b>Added</b> • adverb that convey manner
	2.11(D) edit drafts using standard English conventions, including: (vi) prepositions and prepositional phrases	<b>2.21(A) SUPPORTING STANDARD</b>  understand and use the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking
	2.11(D) edit drafts using standard English conventions, including: (vii) pronouns, including subjective, objective, and possessive cases	<b>2.21(A) SUPPORTING STANDARD</b>  understand and use the following parts of speech in the context of reading, writing, and speaking: (vi) pronouns (e.g., he, him)	<b>Changed</b> • understand and use to edit drafts	<b>Added</b> • subjective pronoun • objective pronoun • possessive cases
	2.11(D) edit drafts using standard English conventions, including: (viii) coordinating conjunctions to form compound subjects and predicates			This student expectation moved to grade 2 from grade 3.
	2.11(D) edit drafts using standard English conventions, including: (ix) capitalization of months, days of the week, and the salutation and closing of a letter	<b>2.22(B) SUPPORTING STANDARD</b>  use capitalization for: (i) proper nouns (ii) months and days of the week (iii) the salutation and closing of a letter	<b>Changed</b> • recognize and use to edit drafts	<b>Removed</b> • proper nouns



**2.11 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 meaningful and legible and use appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.11(D) edit drafts using standard English conventions, including: (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	<b>2.22(C) SUPPORTING STANDARD</b>  recognize and use punctuation marks, including: (i) ending punctuation in sentences (ii) apostrophes and contractions (iii) apostrophes and possessives	<b>Changed</b> • recognize and use to edit drafts	<b>Removed</b> • apostrophes and possessives <b>Added</b> • commas with items in a series • commas in dates
	2.11(D) edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	<b>2.23(B) SUPPORTING STANDARD</b>  spell words with common orthographic patterns and rules: (i) complex consonants (e.g., hard and soft c and g, ck); (ii) r-controlled vowels (iii) long vowels (e.g., VCe-hope) (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)  <b>2.23(C) SUPPORTING STANDARD</b>  spell high-frequency words from a commonly used list  <b>2.23(D) SUPPORTING STANDARD</b>  spell base words with inflectional endings (e.g., -ing and -ed)  2.23(E) spell simple contractions (e.g., isn't, aren't, can't)	<b>Changed</b> • spell to edit drafts using correct spelling	<b>Removed</b> • spelling specificity <b>Added</b> • grade-appropriate



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**2.11 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 meaningful and legible and use appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.11(E) publish and share writing	<b>2.17(E) SUPPORTING STANDARD</b> publish and share writing with others		

**2.12 Composition:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.12(A) compose literary texts, including personal narratives and poetry	<b>2.18(A) SUPPORTING STANDARD</b> write brief stories that include a beginning, middle, and end  <b>2.18(B) SUPPORTING STANDARD</b> write short poems that convey sensory details	<b>Changed</b> • write to compose	<b>Removed</b> • beginning, middle, and end • sensory details <b>Added</b> • personal narratives
	2.12(B) compose informational texts, including procedural texts and reports	<b>2.19(A) READINESS STANDARD</b> write brief compositions about topics of interest to the student	<b>Changed</b> • write to compose	<b>Changed</b> • brief compositions to informational texts <b>Added</b> • procedural • reports
	2.12(C) compose correspondence such as thank you notes or letters	<b>2.19(B) SUPPORTING STANDARD</b> write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)	<b>Changed</b> • write to compose	<b>Removed</b> • chronological order • logical sequence • conventions (date, salutation, closing) <b>Added</b> • thank you notes



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**2.13 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	2.13(A) generate questions for formal and informal inquiry with adult assistance	2.24(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics	<b>Changed</b> <ul style="list-style-type: none"> <li>formulate to generate</li> </ul>	<b>Removed</b> <ul style="list-style-type: none"> <li>list of topics of class-wide interest</li> <li>open-ended questions</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>for formal and informal inquiry</li> <li>with adult assistance</li> </ul>
	2.13(B) develop and follow a research plan with adult assistance			
	2.13(C) identify and gather relevant sources and information to answer the questions	2.24(B) decide what sources of information might be relevant to answer these questions  2.25(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts	<b>Changed</b> <ul style="list-style-type: none"> <li>decide to identify</li> </ul>	<b>Removed</b> <ul style="list-style-type: none"> <li>explicit list of possible resources</li> </ul>
	2.13(D) identify primary and secondary sources			This student expectation moved to grade 2 from grade 5.
	2.13(E) demonstrate understanding of information gathered	2.25(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)	<b>Changed</b> <ul style="list-style-type: none"> <li>record to demonstrate</li> </ul>	<b>Removed</b> <ul style="list-style-type: none"> <li>specificity specific formats for recording or demonstrating</li> </ul>
	2.13(F) cite sources appropriately			This student expectation moved to grade 2 from grade 3.
	2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	2.27(A) create a visual display or dramatization to convey the results of the research (with adult assistance)	<b>Removed</b> <ul style="list-style-type: none"> <li>create</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>use</li> </ul>	<b>Added</b> <ul style="list-style-type: none"> <li>appropriate mode of delivery</li> <li>written</li> <li>oral</li> <li>multimodal</li> </ul> <b>Note</b> An oral delivery could include a dramatization and a multimodal delivery would be a type of visual display.





The Removed Student Expectation Side by Side provides a list of student expectations that were removed from the 2008 Texas Essential Knowledge and Skills by the Texas Education Agency through deletion or replacement.

**Reading/Beginning Reading Skills/Print Awareness**

Students understand how English is written and printed.



2.1(A) distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks)

**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.


**2.6(B) SUPPORTING STANDARD**

compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot

**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.


**2.10(A) SUPPORTING STANDARD**

distinguish between fiction and nonfiction

**Reading/Comprehension of Informational Text/Expository Text**

Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.


**2.14(B) READINESS STANDARD**

locate the facts that are clearly stated in a text



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**Reading/Comprehension of Informational Text/Procedural Text**

Students understand how to glean and use information in procedural texts and documents.

**2.15(A) SUPPORTING STANDARD**

follow written multi-step directions

**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.

**2.16(C) SUPPORTING STANDARD**

identify various written conventions for using digital media (e.g., email, website, video game)

**Writing/Persuasive Texts**

Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.

**2.20(A) SUPPORTING STANDARD**

write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community

**Oral and Written Conventions/Conventions**

Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

**2.21(A) SUPPORTING STANDARD**understand and use the following parts of speech in the context of reading, writing, and speaking:  
(vii) time-order transition words**2.21(C) SUPPORTING STANDARD**

distinguish among declarative and interrogative sentences

**Oral and Written Conventions/Spelling**

Students spell correctly.

**2.23(A) SUPPORTING STANDARD**

use phonological knowledge to match sounds to letters to construct unknown words

**Research/Synthesizing Information**

Students clarify research questions and evaluate and synthesize collected information.



2.26(A) revise the topic as a result of answers to initial research questions



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