

Perfection Learning

ELL Reading Corner, Grades K-2, correlated to TEKS Grades K-2

<i>Spanish Language Arts</i>	<i>English as a Second Language</i>	ELL Reading Corner, Grades K-2	ELL Reading Corner Teacher Reference Collection
KINDERGARTEN • KNOWLEDGE A N D S K I L L S			
(K.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(E) (ii) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works in Spanish (K-3/SLA);	(E) (i) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL);	X	
(K.10) Reading/literary response. The student responds to various texts			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) listen to stories being read aloud (K-1);	(A) listen to stories being read aloud (K-1);	X	
(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);	(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);	X	
(D) describe how illustrations contribute to the text (K-1).	(D) describe how illustrations contribute to the text (K-1).	X	

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(K.11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);	(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);	X	
(B) understand simple story structure (K-1);	(B) understand simple story structure (K-1);	X	
(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and	(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and	X	
(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).	(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).	X	

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(K.12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);	(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);	X	
(B) use pictures, print, and people to gather information and answer questions (K-1);	(B) use pictures, print, and people to gather information and answer questions (K-1);	X	
(C) draw conclusions from information gathered (K-3); and	(C) draw conclusions from information gathered (K-3); and	X	
(K.13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and	(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and	X	
(B) compare experiences of characters across cultures (K-3).	(B) compare experiences of characters across cultures (K-3).	X	

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	(K.20) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas.	X	
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
	(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);	X	
	(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly challenging language (K-8/ESL);	X	
	(D) participate in shared reading (K-8/ESL);	X	
	(I) use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).	X	

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GR A D E 1 • KNOWLEDGE A N D S K I L L S			
(1.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(E)(ii) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works in Spanish (K-3/SLA); and	(E)(i) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL); and	X	
(1.5) Reading/print awareness. The student demonstrates knowledge of concepts of print.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(B) know that print moves leftto-right across the page and top-to-bottom (K-1);	(B) know that print moves leftto-right across the page and top-to-bottom (K-1);	X	
(C) understand that written words are separated by spaces (K-1);	(C) understand that written words are separated by spaces (K-1);	X	
(D) know the difference between individual letters and printed words (K-1);	(D) know the difference between individual letters and printed words (K-1);	X	
(F) know the difference between capital and lowercase letters (K-1);	(F) know the difference between capital and lowercase letters (K-1);	X	

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(H) understand that spoken words are represented in written language by specific sequences of letters (K-1);	(H) understand that spoken words are represented in written language by specific sequences of letters (K-1);	X	
(I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);	(I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);	X	
(J) recognize that there are correct spellings for words (1); and	(J) recognize that there are correct spellings for words (1); and	X	
(K) recognize the distinguishing features of a paragraph (1).	(K) recognize the distinguishing features of a paragraph (1).	X	
(1.7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) name and identify each letter of the alphabet (K-1);	(A) name and identify each letter of the alphabet (K-1);	X	
(B) understand that written words are composed of letters that represent sounds (K-1);	(B) understand that written words are composed of letters that represent sounds (K-1);	X	

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(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1); and	(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1).	X	
(1.9) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);	(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);	X	
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);	(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);	X	

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(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).	(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).	X	
(1.10) Reading/variety of texts. The student reads widely for different purposes in varied sources.			
<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>			
(A) read fiction, nonfiction, and poetry including classic and contemporary works for pleasure and/or information (1); and	(A) read fiction, nonfiction, and poetry including classic and contemporary works for pleasure and/or information (1); and	X	
(B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).	(B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).	X	

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(1.13) Reading/literary response. The student responds to various texts.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) listen to stories being read aloud (K-1);	(A) listen to stories being read aloud (K-1);	X	
(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);	(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);	X	
(E) describe how illustrations contribute to the text (K-1).	(E) describe how illustrations contribute to the text (K-1).	X	
(1.14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);	(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);	X	
(B) understand simple story structure (K-1);	(B) understand simple story structure (K-1);	X	

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(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);	(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);	X	
(D) recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3);	(D) recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3);	X	
(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);	(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);	X	
(1.15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources including selections read aloud.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) identify relevant questions for inquiry such as "What do pill bugs eat?" (K-3);	(A) identify relevant questions for inquiry such as "What do pill bugs eat?" (K-3);	X	
(E) recognize and use parts of a book to locate information including table of contents, chapter titles, guide words, and indices (1-3); and	(E) recognize and use parts of a book to locate information including table of contents, chapter titles, guide words, and indices (1-3); and	X	

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(1.16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.			
<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>			
(A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3); and	(A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3); and	X	
(B) compare experiences of characters across cultures (K-3).	(B) compare experiences of characters across cultures (K-3).	X	

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<i>Spanish Language Arts</i>	<i>English as a Second Language</i>	ELL Reading Corner, Grades K-2	ELL Reading Corner Teacher Reference Collection
	(1.27) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas.	X	
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
	(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);	X	
	(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly challenging language (K-8/ESL);	X	
	(D) participate in shared reading (K-8/ESL);	X	
	(I) use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).	X	

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GR A D E 2 • KNOWLEDGE A N D S K I L L S			
(2.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(E)(ii) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works in Spanish (K-3/SLA);	(E)(i) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL);	X	
(2.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);	(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);	X	

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(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);	(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);	X	
(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and	(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and	X	
(2.7) Reading/variety of texts. The student reads widely for different purposes in varied sources.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) read classic and contemporary works (2-6);	(A) read classic and contemporary works (2-8);	X	
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic formats (2-3); and	(B) read from a variety of genres for pleasure and to acquire information from both print and electronic formats (2-3); and	X	
(C) read to accomplish a variety of purposes, both assigned and self-selected (2-3).	(C) read to accomplish a variety of purposes, both assigned and self-selected (2-3).	X	

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(2.8) Reading/vocabulary development. The student develops an extensive vocabulary.			
<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>			
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);	(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);	X	
(C) develop vocabulary through reading (2-3); and	(C) develop vocabulary through reading (2-3); and	X	
(D)(ii) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings (2-3/SLA).	(D)(i) use resources and references such as beginners' dictionaries, bilingual dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3/ESL).		X
(2.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.			
<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>			
(A) distinguish different forms of texts including lists, newsletters, and signs and the functions they serve (K-3);	(A) distinguish different forms of texts including lists, newsletters, and signs and the functions they serve (K-3);	X	

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(B) identify text as written for entertainment (narrative) or for information (expository) (2);	(B) identify text as written for entertainment (narrative) or for information (expository) (2);	X	
(C) distinguish fiction from nonfiction including fact and fantasy (K-3);	(C) distinguish fiction from nonfiction including fact and fantasy (K-3);	X	
(D) recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3);	(D) recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3);	X	
(2.12) Reading inquiry/research. The student generates questions and conducts research using information from various sources.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) identify relevant questions for inquiry, such as "Why do birds build different kinds of nests?" (K-3);	(A) identify relevant questions for inquiry, such as "Why do birds build different kinds of nests?" (K-3);	X	
(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);	(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);	X	

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(2.13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.			
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
(A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and	(A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and	X	
(B) compare experiences of characters across cultures (K-3).	(B) compare experiences of characters across cultures (K-3).	X	

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<i>Spanish Language Arts</i>	<i>English as a Second Language</i>	ELL Reading Corner, Grades K-2	ELL Reading Corner Teacher Reference Collection
	(2.24) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas.	X	
	<i>The following expectations apply to the second language learner at his/her level of proficiency in English.</i>		
	(B) recognize directionality of English reading such as left to right and top to bottom (K-8/ESL);	X	
	(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly challenging language (K-8/ESL);	X	
	(D) participate in shared reading (K-8/ESL);	X	
	(I) use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).	X	