



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

Grades K–5

Drama

PEARSON

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KINDERGARTEN

TEKS

K.22 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 by speaking audibly and clearly using the conventions of language.

K.23 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

K.14 Writing/LITERARY TEXTS. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

- (A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and
- (B) write short poems.

English Language Proficiency Standards — ELPS

- ELPS** (1) **Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H
- (2) **Cross-curricular second language acquisition/listening.**
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- (3) **Cross-curricular second language acquisition/speaking.**
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (4) **Cross-curricular second language acquisition/reading.**
(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
- (5) **Cross-curricular second language acquisition/writing.**
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 1

TEKS

- 1.5 Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 1.28 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 about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
- 1.29 Listening and Speaking/TEAMWORK.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
- 1.18 Writing/LITERARY TEXTS.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) write brief stories that include a beginning, middle, and end; and
 - (B) write short poems that convey sensory details.

English Language Proficiency Standards — ELPS

- ELPS** (1) **Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H
- (2) **Cross-curricular second language acquisition/listening.**
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- (3) **Cross-curricular second language acquisition/speaking.**
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (4) **Cross-curricular second language acquisition/reading.**
(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
- (5) **Cross-curricular second language acquisition/writing.**
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 2

TEKS 2.8 Reading/Comprehension of Literary Text/DRAMA. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.

2.4 Reading/FLUENCY. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

2.29 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.

2.30 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

2.18 Writing/LITERARY TEXTS. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

- (A) write brief stories that include a beginning, middle, and end; and
- (B) write short poems that convey sensory details.

English Language Proficiency Standards — ELPS

- ELPS (1) Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H
- (2) Cross-curricular second language acquisition/listening.**
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- (3) Cross-curricular second language acquisition/speaking.**
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (4) Cross-curricular second language acquisition/reading.**
(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
- (5) Cross-curricular second language acquisition/writing.**
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 3

TEKS 3.7 Reading/Comprehension of Literary Text/DRAMA. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

3.3 Reading/FLUENCY. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

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

3.31 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

3.18 Writing/LITERARY TEXTS. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and

(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

English Language Proficiency Standards — ELPS

- ELPS** (1) **Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. A – H
- (2) **Cross-curricular second language acquisition/listening.**
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- (3) **Cross-curricular second language acquisition/speaking.**
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (4) **Cross-curricular second language acquisition/reading.**
(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
- (5) **Cross-curricular second language acquisition/writing.**
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 4

TEKS 4.5 Reading/Comprehension of Literary Text/DRAMA. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.

4.1 Reading/FLUENCY. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

4.28 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 express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

4.29 Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

4.16 Writing/LITERARY TEXTS. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and

(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

English Language Proficiency Standards — ELPS

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

(2) Cross-curricular second language acquisition/listening.

(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.

(3) Cross-curricular second language acquisition/speaking.

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

(4) Cross-curricular second language acquisition/reading.

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

(5) Cross-curricular second language acquisition/writing.

(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 5

- TEKS 5.5 Reading/Comprehension of Literary Text/DRAMA.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.
- 5.1 Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 5.28 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 give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
- 5.29 Listening and Speaking/TEAMWORK.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
- 5.16 Writing/LITERARY TEXTS.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) write imaginative stories that include:
 - (i) a clearly defined focus, plot, and point of view;
 - (ii) a specific, believable setting created through the use of sensory details; and
 - (iii) dialogue that develops the story; and
 - (B) write poems using:
 - (i) poetic techniques (e.g., alliteration, onomatopoeia);
 - (ii) figurative language (e.g., similes, metaphors); and
 - (iii) graphic elements (e.g., capital letters, line length).

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- (2) Cross-curricular second language acquisition/listening.**
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- (3) Cross-curricular second language acquisition/speaking.**
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- (4) Cross-curricular second language acquisition/reading.**
(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
- (5) Cross-curricular second language acquisition/writing.**
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.



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