

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)
and Louisiana Grade Level Expectations (GLEs)**

ENGLISH LANGUAGE ARTS: Grade 2

TEKS	Comments	Louisiana GLE
(2.1) Listening/Speaking/Purposes		Speaking and Listening
(2.1.A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3)		44. Use active listening strategies, including asking for clarification and explanations (ELA-4-E5)
(2.1.B) respond appropriately and courteously to directions and questions (K-3)	NA	
(2.1.C) participate in rhymes, songs, conversations, and discussions	NA	
(2.1.D) listen critically to interpret and evaluate	NA	
(2.1.E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3)	NA	
(2.1.F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia		9. Identify literary and sound devices, including similes and rhythm in text (ELA-1-E4)
(2.2) Listening/Speaking/Culture		Speaking and Listening
(2.2.A) connect experiences and ideas with those of others through speaking and listening (K-3)	NA	
(2.2.B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3)	NA	
(2.3) Listening/Speaking/Audiences		Speaking and Listening
(2.3.A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3)	NA	38. Adjust speaking tone and volume to suit purpose, audience, and setting (ELA-4-E1) 41. Adjust language during a presentation in order to inform or explain to a specific audience (ELA-4-E4)
(2.3.B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions	<i>Not specifically addressed in LA</i>	39. Give/relate multi-step directions to classmates (ELA-4-E2) 47. Discuss classroom procedures and rules and generate ideas for new procedures and rules (ELA-4-E7)

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(2.3.C) ask and answer relevant questions and make contributions in small or large group discussions (K-3)	NA	
(2.3.D) present dramatic interpretations of experiences, stories, poems, or plays (K-3)	NA	
(2.3.E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)	<i>Not specifically addressed in LA</i>	48. Identify the role of discussion leader, contributor, and active listener (ELA-4-E7)
(2.4) Listening/Speaking/Communication		Speaking and Listening
(2.4.A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3)	Approximate	43. Give rehearsed oral presentations about general topics using eye contact, appropriate volume, clear pronunciation, and appropriate visual aids (ELA-4-E4)
(2.4.B) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3)	<i>Implied</i>	40. Tell and retell stories with the following included: - sequential order, including setting, character, and simple plot - supportive facts and details from the story - explicit and implicit main ideas (ELA-4-E3)
(2.4.C) retell a spoken message by summarizing or clarifying (K-3)		40. Tell and retell stories with the following included: - sequential order, including setting, character, and simple plot - supportive facts and details from the story - explicit and implicit main ideas (ELA-4-E3)
(2.5) Reading/Word Identification		Reading and Responding
(2.5.A) decode by using all letter-sound correspondences within a word (1-3)	<i>Not specifically addressed in LA</i>	2. Demonstrate understanding of phonics by doing the following: - isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word - fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words - differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh) - reading regularly spelled words with as many as four syllables - using phonetic decoding strategies accurately and rapidly in unfamiliar words and text - using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1)
(2.5.B) blend initial letter - sounds with common vowel spelling patterns to read words (1-3)	<i>Not specifically addressed in LA</i>	2. Demonstrate understanding of phonics by doing the following: - isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word

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		<ul style="list-style-type: none"> - fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words - differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh) - reading regularly spelled words with as many as four syllables - using phonetic decoding strategies accurately and rapidly in unfamiliar words and text - using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1)
(2.5.C) recognize high frequency irregular words such as said, was, where, and is (1-2)	<i>Approximate</i>	<p>2. Demonstrate understanding of phonics by doing the following:</p> <ul style="list-style-type: none"> - isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word - fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words - differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh) - reading regularly spelled words with as many as four syllables - using phonetic decoding strategies accurately and rapidly in unfamiliar words and text - using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1)
(2.5.D) identify multisyllabic words by using common syllable patterns (1-3)	<i>Implied</i>	<p>2. Demonstrate understanding of phonics by doing the following:</p> <ul style="list-style-type: none"> - isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word - fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words - differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh) - reading regularly spelled words with as many as four syllables - using phonetic decoding strategies accurately and rapidly in unfamiliar words and text - using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1)
(2.5.E) use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2)	<i>Implied</i>	<p>2. Demonstrate understanding of phonics by doing the following:</p> <ul style="list-style-type: none"> - isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word - fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words - differentiating short- and long-vowel sounds in printed words when

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		<p>those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh)</p> <ul style="list-style-type: none"> - reading regularly spelled words with as many as four syllables - using phonetic decoding strategies accurately and rapidly in unfamiliar words and text - using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1) <p>4. Use knowledge of base words to interpret meaning of unfamiliar word (e.g., heat/preheat) (ELA-1-E1)</p>
(2.5.F) use structural cues such as prefixes and suffixes to recognize words, for example, un- and -ly (2)		<p>2. Demonstrate understanding of phonics by doing the following:</p> <ul style="list-style-type: none"> - isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word - fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words - differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh) - reading regularly spelled words with as many as four syllables - using phonetic decoding strategies accurately and rapidly in unfamiliar words and text - using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1)
(2.5.G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)	<i>Not specifically addressed in LA</i>	
(2.5.H) read both regular and irregular words automatically such as through multiple opportunities to read and reread		<p>1. Identify unique letter-sound patterns, including long and short vowels (e.g., ea for short e, as in bread, and ough for long o, as in though) and consonants (tch for /ch/, as in watch, and gh for /f/, as in cough) (ELA-1-E1)</p> <p>2. Demonstrate understanding of phonics by doing the following:</p> <ul style="list-style-type: none"> - isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word - fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words - differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh) - reading regularly spelled words with as many as four syllables - using phonetic decoding strategies accurately and rapidly in unfamiliar words and text

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		- using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1)
(2.6) Reading/Fluency		Reading and Responding
(2.6.A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)	<i>Approximate, Goal is 90 wpm in LA</i>	12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation (ELA-1-E7)
(2.6.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)	<i>Approximate</i>	12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation (ELA-1-E7)
(2.6.C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2)		12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation (ELA-1-E7)
(2.6.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)		13. Read texts and simple chapter books silently at independent reading level (ELA-1-E7)
(2.6.E) read silently for increasing periods of time (2-3)	NA	
(2.7) Reading/Variety of Texts		Reading and Responding
(2.7.A) read classic and contemporary works	<i>Implied</i>	50. Locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2)
(2.7.B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3)	<i>Implied</i>	50. Locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2)
(2.7.C) read to accomplish various purposes, both assigned and self-selected (2-3)	<i>Implied</i>	50. Locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2)
(2.8) Reading/Vocabulary		Reading and Responding
(2.8.A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)	<i>Approximate</i>	Identify and explain common synonyms, antonyms, and homonyms (ELA-1-E1)
(2.8.B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3)	NA	

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(2.8.C) develop vocabulary through reading (2-3)	<i>Approximate</i>	9. Identify literary and sound devices, including similes and rhythm in text (ELA-1-E4)
(2.8.D) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3)		5. Determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses (ELA-1-E1)
(2.9) Reading/Comprehension		Reading and Responding
(2.9.A) use prior knowledge to anticipate meaning and make sense of texts (K-3)	NA	11. Make statements about how previous reading and life experiences relate to information read in texts (ELA-1-E6)
(2.9.B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3)	NA	
(2.9.C) retell or act out the order of important events in stories (K-3)		Retell a story in sequence including main idea and important supporting details (ELA-1-E5)
(2.9.D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help (1-3)		<p>7. Determine appropriate circumstances to use skimming and scanning to preview text and to fine information (ELA-1-E3)</p> <p>17. Demonstrate understanding of information in texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - comparing and contrasting story elements (e.g., character, setting, events) - predicting what will happen next in a story or a text - making simple inferences about information in texts - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)
(2.9.E) draw and discuss visual images based on text descriptions (1-3)	<i>Implied</i>	<p>17. Demonstrate understanding of information in texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - comparing and contrasting story elements (e.g., character, setting, events) - predicting what will happen next in a story or a text - making simple inferences about information in texts - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1) <p>20. Apply basic reasoning skills, including:</p> <ul style="list-style-type: none"> - discussing the relationship between cause-effect - asking questions about texts read independently including why and how (ELA-7-E4)
(2.9.F) make and explain inferences from texts such as determining important ideas and causes and effects,		17. Demonstrate understanding of information in texts using a variety of strategies, including:

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making predictions, and drawing conclusions (1-3)		<ul style="list-style-type: none"> - comparing and contrasting story elements (e.g., character, setting, events) - predicting what will happen next in a story or a text - making simple inferences about information in texts - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1) <p>19. Identify the author's viewpoint (i.e., perspective) in a text (ELA-7-E3)</p> <p>20. Apply basic reasoning skills, including:</p> <ul style="list-style-type: none"> - discussing the relationship between cause-effect - asking questions about texts read independently including why and how (ELA-7-E4)
(2.9.G) identify similarities and differences across texts such as in topics, characters, and problems (1-2)	<i>Implied</i>	<p>17. Demonstrate understanding of information in texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - comparing and contrasting story elements (e.g., character, setting, events) - predicting what will happen next in a story or a text - making simple inferences about information in texts - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)
(2.9.H) produce summaries of text selections (2-3)	<i>Implied</i>	<p>17. Demonstrate understanding of information in texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - comparing and contrasting story elements (e.g., character, setting, events) - predicting what will happen next in a story or a text - making simple inferences about information in texts - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)
(2.9.I) represent text information in different ways, including story maps, graphs, and charts (2-3)	NA	
(2.10) Reading/Literary Response		Reading and Responding
(2.10.A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3)	<i>Implied</i>	<p>17. Demonstrate understanding of information in texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - comparing and contrasting story elements (e.g., character, setting, events) - predicting what will happen next in a story or a text - making simple inferences about information in texts - self-monitoring consistently for comprehension using multiple

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		strategies and self-correcting as appropriate (ELA-7-E1)
(2.10.B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3)	<i>Implied</i>	17. Demonstrate understanding of information in texts using a variety of strategies, including: - comparing and contrasting story elements (e.g., character, setting, events) - predicting what will happen next in a story or a text - making simple inferences about information in texts - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)
(2.10.C) support interpretations or conclusions with examples drawn from text (2-3)	<i>Implied</i>	17. Demonstrate understanding of information in texts using a variety of strategies, including: - comparing and contrasting story elements (e.g., character, setting, events) - predicting what will happen next in a story or a text - making simple inferences about information in texts - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)
(2.10.D) connect ideas and themes across texts (1-3)	<i>Implied</i>	17. Demonstrate understanding of information in texts using a variety of strategies, including: - comparing and contrasting story elements (e.g., character, setting, events) - predicting what will happen next in a story or a text - making simple inferences about information in texts - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)
(2.11) Reading/Text Structure		Reading and Responding
(2.11.A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3)	<i>Approximate</i>	6. Identify the glossary and index in a book (ELA-1-E2) 15. Identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses (ELA-6-E2) 16. Distinguish between a variety of types of literature, including biography, autobiography, and plays (ELA-6-E3)
(2.11.B) identify text as written for entertainment (narrative) or for information (expository) (2)	NA	

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(2.11.C) distinguish fiction from nonfiction, including fact and fantasy (K-3)	<i>Implied</i>	16. Distinguish between a variety of types of literature, including biography, autobiography, and plays (ELA-6-E3)
(2.11.D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3)	<i>Approximate</i>	16. Distinguish between a variety of types of literature, including biography, autobiography, and plays (ELA-6-E3)
(2.11.E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8)	<i>Implied</i>	14. Compare and contrast different versions of the same story from different cultures through oral, written, and visual responses (ELA-6-E1)
(2.11.F) understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts) (2)	NA	
(2.11.G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2)	<i>Implied</i>	17. Demonstrate understanding of information in texts using a variety of strategies, including: - comparing and contrasting story elements (e.g., character, setting, events) - predicting what will happen next in a story or a text - making simple inferences about information in texts - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)
(2.11.H) analyze characters, including their traits, relationships, and changes (1-3)		8. Identify story elements, including effects of setting on events and characters (ELA-1-E4)
(2.11.I) identify the importance of the setting to a story's meaning (1-3)		8. Identify story elements, including effects of setting on events and characters (ELA-1-E4)
(2.11.J) recognize the story problem(s) or plot (1-3)		8. Identify story elements, including effects of setting on events and characters (ELA-1-E4) 18. Discuss and choose the most appropriate solution to a problem in texts (ELA-7-E2)
(2.12) Reading Inquiry/Research		Reading and Responding
(2.12.A) identify relevant questions for inquiry such as "Why do birds build different kinds of nests?" (K-3)	<i>Implied</i>	20. Apply basic reasoning skills, including: - discussing the relationship between cause-effect - asking questions about texts read independently including why and how (ELA-7-E4)
(2.12.B) use alphabetical order to locate information (1-3)	<i>Implied</i>	49. Locate information using the organizational features of texts, including: - URL addresses from the Web

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		- title pages - glossaries - indices - tables of contents - chapter headings (ELA-5-E1)
(2.12.C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3)		50. Locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2)
(2.12.D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3)	<i>Implied</i>	50. Locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2)
(2.12.E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3)		51. Gather and arrange information in a variety of organizational forms, including graphic organizers, simple outlines, notes, and summaries (ELA-5-E3) 53. Tell and write about the sources of learned information (ELA-5-E5) 54. Locate and read information on a chart, graph, diagram, map, and simple timeline (ELA-5-E6)
(2.12.F) locate and use important areas of the library media center	<i>Approximate</i>	50. Locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2)
(2.12.G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3)	<i>Implied</i>	42. Deliver informal presentations that demonstrate an understanding of a topic (ELA-4-E4) 51. Gather and arrange information in a variety of organizational forms, including graphic organizers, simple outlines, notes, and summaries (ELA-5-E3)
(2.12.H) draw conclusions from information gathered (K-3)		20. Apply basic reasoning skills, including: - discussing the relationship between cause-effect - asking questions about texts read independently including why and how (ELA-7-E4)
(2.13) Reading/Culture		Reading and Responding
(2.13.A) connect life experiences with the life experiences, language, customs, and culture of others (K-3)	<i>Implied</i>	11. Make statements about how previous reading and life experiences relate to information read in texts (ELA-1-E6)
(2.13.B) compare experiences of characters across cultures (K-3)		14. Compare and contrast different versions of the same story from different cultures through oral, written, and visual responses (ELA-6-E1)

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(2.14) Writing/Purposes		
(2.14.A) write to record ideas and reflections (K-3)	<i>Implied</i>	21. Write compositions of one or more paragraphs, organized with a central idea and a coherent beginning, middle, and end (ELA-2-E1)
(2.14.B) write to discover, develop, and refine ideas (1-3)	<i>Implied</i>	26. Write for various purposes, including: - letters or invitations that include relevant information and follow a letter/envelope format - informal writing, including messages, journals, notes, and poems (ELA-2-E6)
(2.14.C) write to communicate with a variety of audiences (1-3)		22. Use a greater variety of action and descriptive words when writing for a specific purpose and/or audience (ELA-2-E2)
(2.14.D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3)		26. Write for various purposes, including: - letters or invitations that include relevant information and follow a letter/envelope format - informal writing, including messages, journals, notes, and poems (ELA-2-E6)
(2.15) Writing/Penmanship		
(2.15.A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing (2)	<i>Approximate</i>	27. Write legible short paragraphs using proper indentation (ELA-3-E1)
(2.15.B) use word and letter spacing and margins to make messages readable (1-2)		27. Write legible short paragraphs using proper indentation (ELA-3-E1)
(2.15.C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2)		28. Use standard English punctuation, including: - commas in the greeting and closure of a letter, between a city and a state, and in dates - apostrophes in contractions - periods in abbreviations (ELA-3-E2) 29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter (ELA-3-E2)
(2.15.D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks (2)		28. Use standard English punctuation, including: - commas in the greeting and closure of a letter, between a city and a state, and in dates - apostrophes in contractions - periods in abbreviations (ELA-3-E2) 29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter (ELA-3-E2)

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(2.16) Writing/Spelling		Writing/Proofreading
(2.16.A) use resources to find correct spellings, synonyms, and replacement words (1-3)		35. Use multiple spelling strategies (e.g., word wall, word lists, thinking about the base word, affixes) (ELA-3-E5) 37. Use a dictionary and a glossary to locate correct spellings (ELA-3-E5)
(2.16.B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CV.C) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)		33. Spell grade-appropriate words, including: - words with short vowels, long vowels, r-controlled vowels, and consonant-blends - words with short- and long-vowel sounds when those sounds are made with a broad variety of letter combinations (e.g., ou, ow, ough, igh) - frequently used irregularly spelled words (ELA-3-E5)
(2.16.C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2)		30. Write using standard English structure and usage, including: - subject-verb agreement in simple and compound sentences - past and present verb tenses - noun and pronoun antecedent agreement - transitional words and conjunctions in sentences - prepositions and prepositional phrases - possessive nouns - adverbs, especially those related to time (ELA-3-E3)
(2.16.D) write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)		34. Use spelling patterns and rules correctly (e.g., dropping silent -e before adding -ing) (ELA-3-E5)
(2.17) Writing/Grammar/Usage		Writing/Proofreading
(2.17.A) use singular and plural forms of regular nouns (2)	<i>Implied</i>	32. Use knowledge of parts of speech, including: - identifying and using nouns, including proper, common, concrete, abstract, and collective - using correct antecedents of pronouns - identifying and using the standard forms of possessives (e.g., mom's coat, dad's hat, girls' shoes) - selecting and using verbs in past and present tenses in writing - selecting and using standard forms of personal pronouns - using a variety of conjunctions (e.g., or, nor, yet, so) - selecting and using adverbs that modify according to time - identifying and using prepositions appropriately (ELA-3-E4)
(2.17.B) compose complete sentences in written texts and use the appropriate end punctuation (1-2)	<i>Not specifically addressed in LA</i>	30. Write using standard English structure and usage, including: - subject-verb agreement in simple and compound sentences - past and present verb tenses - noun and pronoun antecedent agreement - transitional words and conjunctions in sentences

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> - prepositions and prepositional phrases - possessive nouns - adverbs, especially those related to time (ELA-3-E3) <p>31. Distinguish between a sentence and a sentence fragment (ELA-3-E3)</p>
(2.17.C) compose sentences with interesting, elaborated subjects (2-3)	<i>Implied</i>	<p>22. Use a greater variety of action and descriptive words when writing for a specific purpose and/or audience (ELA-2-E2)</p>
(2.17.D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3)		<p>23. Develop compositions of one or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing) - creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing - writing a first draft with a developed beginning, a middle, and an end - conferencing with a teacher or peers - revising for clarity, grammatical and mechanical correctness, and/or to include additional information - creating a final draft for possible publication (ELA-2-E3)
(2.18) Writing/Writing Processes		
(2.18.A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3)		<p>23. Develop compositions of one or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing) - creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing - writing a first draft with a developed beginning, a middle, and an end - conferencing with a teacher or peers - revising for clarity, grammatical and mechanical correctness, and/or to include additional information - creating a final draft for possible publication (ELA-2-E3)
(2.18.B) develop drafts (1-3)		<p>23. Develop compositions of one or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing) - creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing - writing a first draft with a developed beginning, a middle, and an end - conferencing with a teacher or peers - revising for clarity, grammatical and mechanical correctness, and/or to include additional information

TEKS	Comments	Louisiana GLE
(2.18.C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3)		<ul style="list-style-type: none"> - creating a final draft for possible publication (ELA-2-E3) <p>23. Develop compositions of one or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing) - creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing - writing a first draft with a developed beginning, a middle, and an end - conferencing with a teacher or peers - revising for clarity, grammatical and mechanical correctness, and/or to include additional information - creating a final draft for possible publication (ELA-2-E3)
(2.18.D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3)	<i>Implied</i>	<p>23. Develop compositions of one or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing) - creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing - writing a first draft with a developed beginning, a middle, and an end - conferencing with a teacher or peers - revising for clarity, grammatical and mechanical correctness, and/or to include additional information - creating a final draft for possible publication (ELA-2-E3)
(2.18.E) use available technology for aspects of writing, including word processing, spell checking, and printing (2-3)	<i>Implied</i>	<p>52. Use technology to publish a variety of works, including simple research reports and book summaries (ELA-5-E4)</p>
(2.18.F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3)	<i>Not specifically addressed in LA</i>	<p>23. Develop compositions of one or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing) - creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing - writing a first draft with a developed beginning, a middle, and an end - conferencing with a teacher or peers - revising for clarity, grammatical and mechanical correctness, and/or to include additional information - creating a final draft for possible publication (ELA-2-E3)
(2.19) Writing/Evaluation		Writing
(2.19.A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-	<i>Implied</i>	<p>23. Develop compositions of one or more paragraphs using writing processes such as the following:</p>

TEKS	Comments	Louisiana GLE
3)		<ul style="list-style-type: none"> - conferencing with a teacher or peers - revising for clarity, grammatical and mechanical correctness, and/or to include additional information - creating a final draft for possible publication (ELA-2-E3)
(2.19.B) respond constructively to others' writing (1-3)		<p>23. Develop compositions of one or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing) - creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing - writing a first draft with a developed beginning, a middle, and an end - conferencing with a teacher or peers - revising for clarity, grammatical and mechanical correctness, and/or to include additional information - creating a final draft for possible publication (ELA-2-E3)
(2.19.C) determine how his/her own writing achieves its purposes (1-3)		<p>23. Develop compositions of one or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing) - creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing - writing a first draft with a developed beginning, a middle, and an end - conferencing with a teacher or peers - revising for clarity, grammatical and mechanical correctness, and/or to include additional information - creating a final draft for possible publication (ELA-2-E3)
(2.19.D) use published pieces as models for writing (2-3)	NA	
(2.19.E) review a collection of his/her own written work to monitor growth as a writer (2-3)	NA	
(2.20) Writing/Inquiry/Research		Writing/Information Resources
(2.20.A) write or dictate questions for investigating (2-3)	NA	
(2.20.B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3)	Approximate	51. Gather and arrange information in a variety of organizational forms, including graphic organizers, simple outlines, notes, and summaries (ELA-5-E3)
(2.20.C) take simple notes from relevant sources such as classroom guests, information books, and media sources (2-3)	Implied	51. Gather and arrange information in a variety of organizational forms, including graphic organizers, simple outlines, notes, and summaries (ELA-5-E3)

TEKS	Comments	Louisiana GLE
(2.20.D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3)		<p>36. Alphabetize to the second letter and some third letters (ELA-3-E5)</p> <p>52. Use technology to publish a variety of works, including simple research reports and book summaries (ELA-5-E4)</p> <p>53. Tell and write about the sources of learned information (ELA-5-E5)</p>