

Correlation of English Language Arts Texas Essential Knowledge and Skills to the Stevenson Reading Program

TEKS		Green Level Lessons	Lonely Vowel Lessons	Blue Level Lessons	Peach Level Lessons	Frostings, Doilies & More	Peach Grammar
1st Grade							
1.1 Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:	A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate						
	B. respond appropriately and courteously to directions and questions						
	C. participate in rhymes, songs, conversations, and discussions						
	D. listen critically to interpret and evaluate						
	E. listen responsively to stories and other texts read aloud, including selections from classic and contemporary works						
	F. identify the musical elements of literary language such as its rhymes or repeated sounds						
1.2 Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	A. connect experiences and ideas with those of others through speaking and listening						
	B. compare language and oral traditions (family stories) that reflect customs, regions, and cultures						
1.3 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:	A. choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate						
	B. use verbal and nonverbal communication in effective ways such as in making announcements, giving directions, or making introductions						

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	C. ask and answer relevant questions and make contributions in small or large group discussions							
	D. present dramatic interpretations of experiences, stories, poems, or plays							
	E. gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense							
1.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:	A. learn the vocabulary of school such as numbers, shapes, colors, directions, and categories							
	B. use vocabulary to describe clearly ideas, feelings, and experiences							
	C. clarify and support spoken messages using appropriate props such as objects, pictures, and charts							
	D. retell a spoken message by summarizing or clarifying							
1.5 Reading/print awareness. The student demonstrates knowledge of concepts of print to:	A. recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger	1 – 54						
	B. know that print moves left-to-right across the page and top-to-bottom	1-54						
	C. understand that written words are separated by spaces	1-54						
	D. know the difference between individual letters and printed words	1-54						
	E. know the order of the alphabet			10				
	F. know the difference between capital and lowercase letters	15, 16, 18, 22, 23, 24, 26, 27, 31, 32, 34, 36, 40, 51, 53			5, 10, 12			
	G. recognize how readers use capitalization and punctuation to comprehend	46, 47, 51			5, 10, 12, 14, 16, 28, 32			

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	H. understand that spoken words are represented in written language by specific sequences of letters	1-54		1-52			
	I. recognize that different parts of a book such as cover, title page, and table of contents offer information						
	J. recognize that there are correct spellings for words	1-54		1-52			
	K. recognize the distinguishing features of a paragraph						
1.6 Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds) to:	A. demonstrate the concept of word by dividing spoken sentences into individual words	1-54		1-52			
	B. identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to representatives syllables in words.			16, 18, 38, 45, 48, 49, 50, 51			
	C. produce rhyming words and distinguish rhyming words from non-rhyming words.						
	D) identify and isolate the initial and final sound of a spoken word	1-54		1-52			
	E. blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word	1-54		1-52			
	F. segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds	1-54		1-52			
1.7 Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	A. name and identify each letter of the alphabet	1-54		1-52			
	B. understand that written words are composed of letters that represent sounds	1-54		1-52			

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	C. learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read	1-54		1-52			
	D. learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee	1-54	1-22	1-52			
	E. blend initial letter-sounds with common vowel spelling patterns to read words	1-54	1-22	1-52	1-8		
	F. decode by using all letter-sound correspondences within regularly spelled words	1-54	1-22	1-52	1-8		
	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)	1-54	1-22	1-52	1-8		
1.8 Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	A. decode by using all letter-sound correspondences within a word	1-54	1-22	1-52			
	B. use common spelling patterns to read words	1-54	1-22		1-8		
	C. use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing	25, 29, 32, 36, 42, 46, 49, 51, 52, 53, 54		8, 11, 15, 16, 17, 19, 21, 22, 23, 25, 26, 27, 30, 33, 37, 38, 42, 44, 45, 47	1-8	2, 3, 4, 5, 7, 8, 9	
	D. identify multisyllabic words by using common syllable patterns			16, 18, 38, 45, 48, 49, 50, 51	2-8		
	E. recognize high frequency irregular words such as said, was, where, and is	4-54	1-22	1-52			

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	F. use knowledge of word order (syntax) and context to support word identification and confirm word meaning	4-54	1-22				
	G. read both regular and irregular words automatically such as through multiple opportunities to read and reread		1-22	1-52	1-8		
1.9 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	A. read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)		1-22				
	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)						
	C. read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)		1-22				
	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						
1.10 Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	A. read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information						
	B. use graphs, charts, signs, captions, and other informational texts to acquire information						
1.11 Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:	A. discuss meanings of words and develop vocabulary through meaningful/concrete experiences	1-54	1-22	1-15, 17, 21-27, 29-38, 40-42, 44, 46, 48-52	3-8		

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	B. develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud						
	C. identify words that name persons, places, or things and words that name actions	29, 51		3, 9, 11, 13, 14, 16, 23, 37, 42, 46, 48, 50	1, 3, 6, 7, 8		
1.12 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	A. use prior knowledge to anticipate meaning and make sense of texts						
	B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained						
	C. retell or act out the order of important events in stories						
	D. monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help						
	E. draw and discuss visual images based on text descriptions	1-54				1, 7, 8	
	F. make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions				4-52		
	G. identify similarities and differences across texts such as in topics, characters, and problems						
1.13 Reading/literary response. The student responds to various texts. The student is expected to:	A. listen to stories being read aloud						
	B. participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud						
	C. respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation						

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	D. connect ideas and themes across texts						
	E. describe how illustrations contribute to the text						
1.14 Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:	A. distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve						
	B. understand simple story structure						
	C. distinguish fiction from nonfiction, including fact and fantasy						
	D. recognize the distinguishing features of familiar genres, including stories, poems, and informational texts						
	E. understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books						
	F. 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						
	G. analyze characters, including their traits, feelings, relationships, and changes						
	H. identify the importance of the setting to a story's meaning						
	I. recognize the story problem(s) or plot						
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. The student is expected to:	A. identify relevant questions for inquiry such as "What do pill bugs eat?"						
	B. use pictures, print, and people to gather information and answer questions						
	C. draw conclusions from information gathered						

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	D. use alphabetical order to locate information						
	E. recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices						
	F. locate important areas of the library/media center						
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. The student is expected to:	A. connect his/her own experiences with the life experiences, languages, customs, and culture of others						
	B. compare experiences of characters across cultures						
1.17 Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	A. write his/her own name and other important words						
	B. write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing	1-54		2, 10, 17			
	C. use phonological knowledge to map sounds to letters to write messages	1-54	1-22	1-52			
	D. write messages that move left-to-right and top-to-bottom on the page	1-54		1-52			
	E. gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture	1-54					
	F. use word and letter spacing and margins to make messages readable	1-54		1-52			
	G. use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points	51		5, 10, 12, 14, 16, 28, 32			

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1.18 Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	A. dictate messages such as news and stories for others to write						
	B. write labels, notes, and captions for illustrations, possessions, charts, and centers						
	C. write to record ideas and reflections						
	D. write to discover, develop, and refine ideas						
	E. write to communicate with a variety of audiences						
1.19 Writing/writing processes. The student selects and uses writing processes to compose original text. The student is expected to:	E. write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain						
	A. generate ideas before writing on self-selected topics						
	B. generate ideas before writing on assigned tasks						
	C. develop drafts						
	D. revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images						
1.20 Writing/spelling. The student spells proficiently. The student is expected to:	E. use available technology to compose text						
	A. write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop)	1-54	1-22	1-52	1-8		

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	B. write with more proficient spelling of inflectional endings such as plurals and verb tenses	25, 29, 36, 42, 49, 51, 52, 53, 54		8, 15, 16, 17, 19, 21, 22, 23, 25, 27, 30, 33, 37, 42, 44, 45, 47, 52	1, 3, 7, 8	4, 7, 9, 11	
	C. spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck	17	6	27, 30, 35, 39, 41, 43, 45, 47, 48, 50	5		
	D. use resources to find correct spellings, synonyms, and replacement words						
	E. use conventional spelling of familiar words in final drafts						
1.21 Writing/grammar /usage. The student composes meaningful texts by applying knowledge of grammar and usage. The student is expected to:	A. use nouns and verbs in sentences			3-52	1, 3, 6, 7, 8		2, 6, 8, 9, 10, 17, 18, 20, 22, 28
	B. compose complete sentences in written texts and use the appropriate end punctuation			4, 5, 7-52			
1.22 Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:	A. identify the most effective features of a piece of writing using criteria generated by the teacher and class						
	B. respond constructively to others' writing						
	C. determine how his/her own writing achieves its purposes						
1.23 Writing/inquiry/research The student uses writing as a tool for learning and research. The student is expected to:	A. record or dictate questions for investigating						
	B. record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas						

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2nd Grade						
2.1 Listening/speaking/ purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:	A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate					
	B. respond appropriately and courteously to directions and questions					
	C. participate in rhymes, songs, conversations, and discussions					
	D. listen critically to interpret and evaluate					
	E. listen responsively to stories and other texts read aloud, including selections from classic and contemporary works					
	F. identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia					
2.2 Listening/speaking/ culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	A. connect experiences and ideas with those of others through speaking and listening					
	B. compare language and oral traditions (family stories) that reflect customs, regions, and cultures					
2.3 Listening/speaking/ audiences/oral grammar. The student is expected to:	A. choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate					
	B. use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions					

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C. ask and answer relevant questions and make contributions in small or large group discussions						
D. present dramatic interpretations of experiences, stories, poems, or plays						
E. gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense						
2.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:	A. use vocabulary to describe clearly ideas, feelings, and experiences					
	B. clarify and support spoken messages using appropriate props such as objects, pictures, or charts					
	C. retell a spoken message by summarizing or clarifying					
2.5 Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	A. decode by using all letter-sound correspondences within a word	1-54	1-22	1-52	1-8	
	B. blend initial letter - sounds with common vowel spelling patterns to read words	1-54	1-22	1-52	1-8	
	C. recognize high frequency irregular words such as said, was, where, and is	4-54	1-22	1-52		
	D. identify multisyllabic words by using common syllable patterns			16, 18, 38, 45, 48, 49, 50, 51	1-8	1, 3, 5, 7, 10, 11
	E. use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing	25, 29, 32, 36, 42, 46, 49, 51, 52, 53, 54		8, 11, 15, 16, 17, 19, 21, 22, 23, 25, 26, 27, 30, 33, 37, 38, 42, 44, 45, 47	1-8	1-12
	F. use structural cues such as prefixes and suffixes to recognize words, for example, un- and -ly			8, 15, 16, 17, 19, 21, 22, 23, 25, 26, 27, 30, 33, 37, 42, 44, 45, 49, 50	1, 2, 6, 7	1-12
	G. use knowledge of word order (syntax) and context to support word identification and confirm word meaning					2-28

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	H. read both regular and irregular words automatically such as through multiple opportunities to read and reread	1-54	1-22	1-52		1-8	
2.6 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to	A. read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)		1-22	1-52			
	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)	1-54	1-22	1-52			
	C. read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)		1-22	1-52			
	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						
	E. read silently for increasing periods of time						
2.7 Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	A. read classic and contemporary works						
	B. read from a variety of genres for pleasure and to acquire information from both print and electronic sources						
	C. read to accomplish various purposes, both assigned and self-selected						
2.8 Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:	A. discuss meanings of words and develop vocabulary through meaningful/concrete experiences		1-22	1-9, 12-15, 17, 21-27, 29-38, 40-42, 44, 46, 48, 49, 51, 52	3-8		
	B. develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud						
	C. develop vocabulary through reading		1-22		1-8		

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	D. use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words						
2.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	A. use prior knowledge to anticipate meaning and make sense of texts						
	B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained						
	C. retell or act out the order of important events in stories						
	D. monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help						
	E. draw and discuss visual images based on text descriptions				1, 7, 8		
	F. make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions			21-52			
	G. identify similarities and differences across texts such as in topics, characters, and problems						
	H. produce summaries of text selections						
	I. represent text information in different ways, including story maps, graphs, and charts						
2.10 Reading/literary response. The student responds to various texts. The student is expected to:	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						

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	B. demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology						
	C. support interpretations or conclusions with examples drawn from text						
	D. connect ideas and themes across texts						
2.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	A. distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve						
	B. identify text as written for entertainment (narrative) or for information (expository)						
	C. distinguish fiction from nonfiction, including fact and fantasy						
	D. recognize the distinguishing features of familiar genres, including stories, poems, and informational texts						
	E. compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants						
	F. understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms						
	G. understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books						
	H. analyze characters, including their traits, relationships, and changes						
	I. identify the importance of the setting to a story's meaning						
	J. recognize the story problem(s) or plot						

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2.12 Reading inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:	A. identify relevant questions for inquiry such as "Why do birds build different kinds of nests?"						
	B. use alphabetical order to locate information						
	C. recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices						
	D. use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions						
	E. interpret and use graphic sources of information such as maps, charts, graphs, and diagrams						
	F. locate and use important areas of the library media center						
	G. demonstrate learning through productions and displays such as murals, written and oral reports, and dramatization						
	H. draw conclusions from information gathered						
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. The student is expected to:	A. connect life experiences with the life experiences, language, customs, and culture of others						
	B. compare experiences of characters across cultures						
2.14 Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The student is expected to:	A. write to record ideas and reflections						
	B. write to discover, develop, and refine ideas						
	C. write to communicate with a variety of audiences						

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	D. write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain						
2.15 Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:	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	1-54	1-22	1-52			
	B. use word and letter spacing and margins to make messages readable			1-52			
	C. use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points			5, 10, 13, 14, 16,			
	D. use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks			12, 19, 28, 32			
2.16 Writing/spelling. The student spells proficiently. The student is expected to:	A. use resources to find correct spellings, synonyms, and replacement words						
	B. write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop	1-54	1-22	1-52	1-8		
	C. write with more proficient spelling of inflectional endings, including plurals and verb tenses	25, 29, 32, 36, 42, 46, 49, 51, 52, 53, 54		6, 8, 9, 16, 19, 23, 25, 33, 38, 42, 44,, 45	1, 3, 7, 8	1-12	
	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	17, 28, 32		12, 18, 19, 20, 22, 26, 28, 29, 30, 31, 35, 36, 39, 42, 43, 49, 50, 51, 52			

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2.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:	A. use singular and plural forms of regular nouns	25, 29, 36, 42, 49, 51, 52, 53, 54		8, 22, 23, 25 37, 42, 44, 45, 52			
	B. compose complete sentences in written texts and use the appropriate end punctuation			5, 7-22, 24, 28-36, 38-47, 50-52			
	C. compose sentences with interesting, elaborated subjects						
	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			6, 9, 11, 13, 14, 16, 19, 21, 23, 38, 42, 49			
2.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	A. generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts						
	B. develop drafts						
	C. revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images						
	D. edit for appropriate grammar, spelling, punctuation, and features of polished writings						
	E. use available technology for aspects of writing, including word processing, spell checking, and printing						
	F. demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences						
2.19 Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:	A. identify the most effective features of a piece of writing using criteria generated by the teacher and class						
	B. respond constructively to others' writing						
	C. determine how his/her own writing achieves its purposes						

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	D. use published pieces as models for writing						
	E. review a collection of his/her own written work to monitor growth as a writer						
2.20 Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	A. write or dictate questions for investigating						
	B. record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas						
	C. take simple notes from relevant sources such as classroom guests, information books, and media sources						
	D. compile notes into outlines, reports, summaries, or other written efforts using available technology						
3rd Grade							
3.1 Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:	A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate						
	B. respond appropriately and courteously to directions and questions						
	C. participate in rhymes, songs, conversations, and discussions						
	D. listen critically to interpret and evaluate						
	E. listen responsively to stories and other texts read aloud, including selections from classic and contemporary works						
	F. identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia						

TEKS		Green Level Lessons	Lonely Vowel Lessons	Blue Level Lessons	Peach Level Lessons	Frostings, Doilies & More	Peach Grammar
3.2 Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	A. connect experiences and ideas with those of others through speaking and listening						
	b. compare language and oral traditions (family stories) that reflect customs, regions, and cultures						
3.3 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:	A. choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate						
	B. use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions						
	C. ask and answer relevant questions and make contributions in small or large group discussions						
3.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:	A. use vocabulary to describe clearly ideas, feelings, and experiences						
	B. clarify and support spoken messages using appropriate props, including objects, pictures, and charts						
	C. retell a spoken message by summarizing or clarifying						
3.5 Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	A. decode by using all letter-sound correspondences within a word	1-54	1-22	1-52	1-8		
	B. blend initial letter-sounds with common vowel spelling patterns to read words	1-54	1-22	1-52	1-8		
	C. identify multisyllabic words by using common syllable patterns			16, 18, 38, 45, 48, 49, 50, 51	1-8	1, 3, 5, 7, 10, 11	
	D. use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words			8, 15, 16, 17, 19, 21, 22, 23, 25, 26, 27, 30, 33, 37, 42, 44, 45, 49, 50	2, 6, 7	1-12	

TEKS		Green Level Lessons	Lonely Vowel Lessons	Blue Level Lessons	Peach Level Lessons	Frostings, Doilies & More	Peach Grammar
	E. use knowledge of word order (syntax) and context to support word identification and confirm word meaning						
	F. read both regular and irregular words automatically such as through multiple opportunities to read and reread	1-54	1-22	1-52	1-8		
3.6 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	A. read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)		1-22	1-52			
	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; the "typical" third grader reads 80 wpm)		1-22	1-52			
	C. read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)			1-52			
	D. self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty						
	E. read silently for increasing periods of time						
3.7 Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	A. read classic and contemporary works						
	B. read from a variety of genres for pleasure and to acquire information from both print and electronic sources						
	C. read to accomplish various purposes, both assigned and self-selected						
3.8 Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:	A. develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud				1-8		
	B. develop vocabulary through reading		1-22	1-15, 17, 21-27, 29-38, 40-42, 44, 46, 48-52		1-12	

TEKS		Green Level Lessons	Lonely Vowel Lessons	Blue Level Lessons	Peach Level Lessons	Frostings, Doilies & More	Peach Grammar
	C. use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words						
	D. demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words)			24, 36, 41, 51			
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	A. use prior knowledge to anticipate meaning and make sense of texts						
	B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained						
	C. retell or act out the order of important events in stories (
	D. monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help						
	E. draw and discuss visual images based on text descriptions						
	F. make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusion			21-52			
	G. identify similarities and differences across texts such as in topics, characters, and themes						
	H. produce summaries of text selections						
	I. represent text information in different ways, including story maps, graphs, and charts						
	J. distinguish fact from opinion in various texts, including news stories and advertisements						

TEKS		Green Level Lessons	Lonely Vowel Lessons	Blue Level Lessons	Peach Level Lessons	Frostings, Doilies & More	Peach Grammar
	K. practice different kinds of questions and tasks, including test-like comprehension questions						
3.10 Reading/literary response. The student responds to various texts. The student is expected to:	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						
	B. demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology						
	C. support interpretations or conclusions with examples drawn from text						
	D. connect ideas and themes across texts						
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:	A. distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve						
	B. distinguish fiction from nonfiction, including fact and fantasy						
	C. recognize the distinguishing features of familiar genres, including stories, poems, and informational texts						
	D. compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants						
	E. understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)						
	F. understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies						

TEKS		Green Level Lessons	Lonely Vowel Lessons	Blue Level Lessons	Peach Level Lessons	Frostings, Doilies & More	Peach Grammar
	G. compare communications in different forms, including contrasting a dramatic performance with a print version of the same story						
	H. analyze characters, including their traits, feelings, relationships, and changes						
	I. identify the importance of the setting to a story's meaning						
	J. recognize the story problem(s) or plot						
3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:	A. identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?"						
	B. use alphabetical order to locate information						
	C. recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices						
	D. use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions						
	E. interpret and use graphic sources of information, including maps, charts, graphs, and diagrams						
	F. locate and use important areas of the library media center						
	G. organize information in systematic ways, including notes, charts, and labels						
	H. demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations						
	I. use compiled information and knowledge to raise additional, unanswered questions						
	J. draw conclusions from information gathered						

TEKS		Green Level Lessons	Lonely Vowel Lessons	Blue Level Lessons	Peach Level Lessons	Frostings, Doilies & More	Peach Grammar
3.13 Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:	A. connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3);						
	B. compare experiences of characters across cultures						
3.14 Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:	A. write to record ideas and reflections (
	B. write to discover, develop, and refine ideas						
	C. write to communicate with a variety of audiences						
	D. write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain						
3.15 Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:	A. gain more proficient control of all aspects of penmanship		1-22	1-52			
	B. use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy			5, 10, 12, 13, 14, 16, 19, 28, 32			
3.16 Writing/spelling. The student spells proficiently. The student is expected to:	A. write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop)	1-54	1-22	1-52	1-8		
	B. spell multisyllabic words using regularly spelled phonogram patterns			1-52	1-8		

TEKS		Green Level Lessons	Lonely Vowel Lessons	Blue Level Lessons	Peach Level Lessons	Frostings, Doilies & More	Peach Grammar
	C. write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added			8, 12, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25, 26, 27, 30, 33, 37, 42, 44, 45, 47, 48, 50	1-8	1-12	
	D. write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i	28, 32		12, 18, 19, 20, 22, 26, 28, 29, 30, 31, 35, 36, 39, 42, 43, 49, 50, 51, 52			
	E. write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare	15, 32, 43		11, 24, 36		6	
	F. write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns			1-52	1-8		
	G. spell words ending in -tion and -sion such as station and procession				6, 7		
	H. use resources to find correct spellings, synonyms, or replacement words						
3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:	A. use correct irregular plurals such as sheep			1-52			
	B. use singular and plural forms of regular nouns and adjust verbs for agreement			6, 8, 9, 11, 13, 14, 16, 19, 23, 25, 44, 45			2, 6, 8, 9, 10, 11, 12, 17, 20, 28
	C. compose elaborated sentences in written texts and use the appropriate end punctuation						
	D. compose sentences with interesting, elaborated subjects						
	E. 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						1-28

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3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	A. generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts						
	B. develop drafts						
	C. revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images						
	D. edit for appropriate grammar, spelling, punctuation, and features of polished writing						
	E. use available technology for aspects of writing such as word processing, spell checking, and printing						
	F. demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences						
3.19 Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:	A. identify the most effective features of a piece of writing using criteria generated by the teacher and class						
	B. respond constructively to others' writing						
	C. determine how his/her own writing achieves its purposes						
	D. use published pieces as models for writing						
	E. review a collection of his/her own written work to monitor growth as a writer						
3.20 Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	A. write or dictate questions for investigating						
	B. record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas						
	C. take simple notes from relevant sources such as classroom guests, books, and media sources						

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	D. compile notes into outlines, reports, summaries, or other written efforts using available technology						