

Correlations to Texas Essential Knowledge and Skills (TEKS) - STUDENT COMPONENTS								
Subject	Chapter 110. English Language Arts and Reading							
Subchapter	Subchapter A. Elementary							
Course	§110.13. English Language Arts and Reading, Grade 2							
Publisher	Shurley Instructional Materials, Inc.							
Program Title	Shurley English Level 2 Student Textbook							
ISBN/ID	978-1-58561-098-3							
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen (paragraph, etc.)
(a) Introduction.								
(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In second grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.								
(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.								
(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.								
(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.								
(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.								
(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 2 as described in subsection (b) of this section.								
(4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.								

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(b) Knowledge and Skills.								
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	170	entire page
							225	Ref 59, WA 8
							262	Ref 59, WA 9
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(B) develop drafts by sequencing ideas through writing sentences	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	174-175	entire pages
							176-178	entire pages
							228-229	entire pages
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(C) revise drafts by adding or deleting words, phrases, or sentences	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	179-181	entire pages
							230	Ref 63
							232	WA 8 #2
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	(1) edit drafts for grammar using a teacher developed rubric	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	182-184	Ref 65-77, WA 7
							189	Writ Ev Gd #21
							231	Ref 65 #4
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	(2) edit drafts for punctuation using a teacher developed rubric	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	185	WA 7 #3
							186	Ref 65
							189	Writ Ev Gd #16-21
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	(3) edit drafts for spelling using a teacher developed rubric	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	306-307	Ref 65, WA 10 #3
							310	Writ Ev Gd #19
							347-348	Ref 65, WA 11 #3

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(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	(E) publish and share writing with others	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	192-193 236-237 421	Ref 68, WA 7 #3 Ref 73, WA 8 #3 Disc Share Time
(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	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	464-467 474 476	entire pages Step 5 WA 14 Across the Curr
(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:	(B) write short poems that convey sensory details	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	512-513 517-518 522-523	Ref 120, WA 17 Ref 122, WA 19 Ref 124, WA 21
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write brief compositions about topics of interest to the student	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	123 146 226	Writing Time Writing Time WA 8
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)	(1) write short letters that put ideas in a chronological or logical sequence	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	479-482 487 489	Ref 109- Ref 110, CP 61 CP 63 Chapter CkUp 64
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)	(2) write short letters that use appropriate conventions	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	479-481 487 489	Ref 109- Ref 110 CP 63 Chapter CkUp 64

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(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(C) write brief comments on literary or informational texts	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	380 513 538-539	Across the Curr WA 17 #4 Ref 130, WA 26
(20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:	(A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	None	
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(i) verbs (past, present, and future)	(1) verbs (past)	>>>>>	3	ISBN 978-1-58561-098-3	359 367 399-400	Ref 97 Skill Builder #7 Ref 101/ Stud Tip
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(i) verbs (past, present, and future)	(2) verbs (present)	>>>>>	3	ISBN 978-1-58561-098-3	359 399-400 420	Ref 97 Ref 101, Stud Tip Oral Review
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(i) verbs (past, present, and future)	(3) verbs (future)	>>>>>	3	ISBN 978-1-58561-098-3	359 399-400 420	Ref 97 Ref 101 Oral Rev Questions

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(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(ii) nouns (singular/plural, common/proper)	(1) nouns (singular)	>>>>>	3	ISBN 978-1-58561-098-3	99	Ref 33
							114	Ckup 19 ex 2, 5
							155	CP 26 ex 2
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(ii) nouns (singular/plural, common/proper)	(2) nouns (plural)	>>>>>	3	ISBN 978-1-58561-098-3	99	Ref 33, Skill Builder
							101	CP 16 ex 2, 3
							112	Skill Builder #2
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(ii) nouns (singular/plural, common/proper)	(3) nouns (common)	>>>>>	3	ISBN 978-1-58561-098-3	104	Ref 36
							105	CP 17 ex 2, 4
							140	Ckup ex 2, 4
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(ii) nouns (singular/plural, common/proper)	(4) nouns (proper)	>>>>>	3	ISBN 978-1-58561-098-3	104	Ref 36
							105	CP 17 ex 2, 4
							140	Skill Builder #3

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(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	56	entire page
							62	Jingle 7, Intro Sent
							64-66	entire pages
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	48-49	entire pages
							50-52	entire pages
							54	CP 6 ex 1, 2
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(v) prepositions and prepositional phrases	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	122	Jingles 8, 9
							125-126	entire pages
							128-129	Intro sent; Ref 45
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(vi) pronouns (e.g., he, him)	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	200	Jingle 10
							201-202	entire pages
							217-218	Ref 72

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(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	(vii) time-order transition words	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	300	Ref 86
							305	WA 10 #3
							543	Ref 132 #6
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(B) use complete sentences with correct subject-verb agreement	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	196	Ref 70
							199	CP 29 ex 4
							216	Ckup 33 ex 3
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(C) distinguish among declarative and interrogative sentences	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	74	Ref 29
							278	Ref 82
							494	Ref 114
(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use capitalization for:	(i) proper nouns	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	26	Ref 13 #3
							103	Ref 35
							114	Ckup 5 ex 6, 7

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(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use capitalization for:	(ii) months and days of the week	(1) months	>>>>>	3	ISBN 978-1-58561-098-3	26 54 253	Ref 13 #6 CP 6 ex 4 Bottom of pg
(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use capitalization for:	(ii) months and days of the week	(2) days of the week	>>>>>	3	ISBN 978-1-58561-098-3	26 140 253	Ref 13 #6 Ckup 23 ex 6 Ckup 38 ex 5
(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use capitalization for:	(iii) the salutation and closing of a letter	(1) the salutation of a letter	>>>>>	3	ISBN 978-1-58561-098-3	480 489 491	Ref 110 #2 Ckup 64 #2 WA 15 and Across the Curr
(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(B) use capitalization for:	(iii) the salutation and closing of a letter	(2) the closing of a letter	>>>>>	3	ISBN 978-1-58561-098-3	480 489 491	Ref 110 #4 Ckup 64 #4 Across the Curr
(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(C) recognize and use punctuation marks, including:	(i) ending punctuation in sentences	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	30 31 494	Ref 15 (Section 1) Ref 16 Ref 114

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							373	Ckup 50 ex 3-5
							380	Across the Curr
(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	(C) recognize and use punctuation marks, including:	(iii) apostrophes and possessives	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	316	Skill Blder
							330	Ref 91 #6
							336	Across the Curr
(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics	(1) generate a list of topics of class-wide interest	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	146	Creative WA 5
							514	Home WA 18
							596	Main Points
(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics	(2) formulate open-ended questions about one or two of the topics	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	146	Creative WA 5
							208	Discovery Time
							515	Discuss It, WA 18
(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	(B) decide what sources of information might be relevant to answer these questions	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	598	Ques, Main Points
							208	Discovery Time
							515	Discuss It
(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	(B) decide what sources of information might be relevant to answer these questions	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	598	Main Points
							208	Discovery Time
							515	Discuss It

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(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts	(1) gather evidence from available sources (natural and personal)	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	146	Creative WA 5
							208	Discovery Time
							514	Home WA 18 #1
							600	Select Sources
(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts	(2) gather evidence from interviews with local experts	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	146	Creative WA 5
							208	Discovery Time
							574	Interviews
(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	499	Across the curr
							584	Book parts #3,5,6
							586	Table of contents
(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	123	Creative WA 4
							327	Discovery Time
							514-515	Home WA 18
(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	(A) revise the topic as a result of answers to initial research questions.	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	327	Discovery Time
							514-515	Home WA 18
							608-610	Step 8, Step 9

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(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to:	(A) create a visual display or dramatization to convey the results of the research	>>>>>	>>>>>	>>>>>	3	ISBN 978-1-58561-098-3	335	Disc Share Time (Class Booklet)
							515	Home WA 18 (Class Booklet)
							611	Step 10