

# Texas Essential Knowledge and Skills

## Objectives Covered By MountainTop Mnemonics

### §110.4. English Language Arts and Reading

#### (b) Knowledge and skills.

(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 (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-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 (K-3);

(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

(E) use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2);

(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) (2);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);

(E) read silently for increasing periods of time (2-3).

(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 (K-2);

(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).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

(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);

(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 (2-3);

(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);

(12) Reading inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:

(F) locate and use important areas of the library media center (2-3);

(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:

(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);

(16) Writing/spelling. The student spells proficiently. The student is expected to:

(A) use resources to find correct spellings, synonyms, and replacement words (1-3);

(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2); and

(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).

(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 (2);

(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2);

(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).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3);

(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 (2-3);

#### **§111.14. Mathematics,**

(b) Knowledge and skills.

(2) Number, operation, and quantitative reasoning. The student uses fraction words to name parts of whole objects or sets of objects. The student is expected to:

(A) name fractional parts of a whole object (not to exceed twelfths) when given a concrete representation;

(3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:

(A) recall and apply basic addition facts (sums to 18);

(B) select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary;

(4) Number, operation, and quantitative reasoning. The student models multiplication and division. The student is expected to:

(A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and

(B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.

(12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

(D) use tools such as real objects, manipulatives, and technology to solve problems.

(13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:

(B) relate informal language to mathematical language and symbols.

## **§126.2. Technology Applications**

(b) Knowledge and skills.

(2) Foundations. The student uses data input skills appropriate to the task. The student is expected to:

(E) use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate.

(7) Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

(A) use software programs with audio, video, and graphics to enhance learning experiences; and

(B) use appropriate software, including the use of word processing and multimedia, to express ideas and solve problems.