

## **Expository Reading and Writing By Grade Level**

---

### **Kindergarten**

#### Reading TEKS

- identify the topic of an informational text heard
- identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
- retell important facts in a text, heard or read
- discuss the ways authors group information in text;
- use titles and illustrations to make predictions about text.
- follow pictorial directions (e.g., recipes, science experiments);
- identify the meaning of specific signs (e.g., traffic signs, warning signs).

#### Writing TEKS

- dictate or write information for lists, captions, or invitations.

#### Functional Writing

- Sketches or drawing that reflect content of a text
- Selected interesting words form a text (ex. Then Suddenly....)
- Short sentences responding to a text (ex. Stating a prediction, an opinion, an interesting aspect of the text)
- Lists to support memory
- Notes to other classes or individuals
  - Understand notes, email, cards and invitations are written communication among people
  - The receiver and sender must be clearly shown
  - Invitations must contain specific information
- Labels for photographs or drawing
  - Add words to pictures
  - Write labels for objects in the classroom
  - Understand that authors add labels to help the reader
- Directions that show simple sequence of actions

#### Informational writing

- Lists of facts from a text
- Short sentences and/ or drawings reporting information
- A few simple sentences about an author or illustrator

#### Literary Nonfiction

- Understanding the genre
  - Literary nonfiction is a genre that engages and entertains a reader but teaches them information about a topic
- Writing in the genre
  - Write books or short pieces that are enjoyable but also give information about a topic
  - Use text feature (titles, labeled pictures, table of contents, etc.) to guide the reader
  - Think about the audience when writing on a topic
  - Select interesting information to include

#### Research TEKS

- ask questions about topics of class-wide interest (with adult assistance)
  - decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance).
  - gather evidence from provided text sources (with adult assistance);
  - use pictures in conjunction with writing when documenting research (with adult assistance).
- 

## **First Grade**

### Reading

- identify the topic and explain the author's purpose in writing about the text.
- restate the main idea, heard or read;
- identify important facts or details in text, heard or read;
- retell the order of events in a text by referring to the words and/or illustrations;
- use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.
- follow written multi-step directions with picture cues to assist with understanding;
- explain the meaning of specific signs and symbols (e.g., map features).
- determine whether a story is true or a fantasy and explain why.

### Writing TEKS

- write brief compositions about topics of interest to the student
- write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);
- write brief comments on literary or informational texts.

### Functional Writing

- Use simple charts to show comparison or sequence
- Create sketches or drawings that reflect content of a text
- Write short sentences responding to a text (prediction, opinion, etc.)
- Labels
  - add words to pictures
  - create labels for illustrations that accompany written pieces
- Letters
  - Understand how to write notes, cards and invitations from looking at examples
  - Understand that the form of communication is related to the purpose
  - Understand notes, cards, invitations, and email as written communication among people
  - Write a letter to a known audience or specific person
    - Write with specific purpose in mind
    - Include important information

### Informational writing/ Literary nonfiction

- List facts from a text
- Create representations (through writing and drawing) of a sequence of actions or directions from a text
- Understand how to write nonfiction pieces from mentor texts
- Understand that literary nonfiction is writing that engages and entertains readers but teaches them about a topic
- Understand that the writer works to get the reader interested in the topic
- Write books and short pieces that are enjoyable but also gives information
  - Think about the reader and what they need to know
  - Select interesting information to include
  - Use text feature to guide the readers

### Research TEKS

- generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance);
- decide what sources of information might be relevant to answer these questions (with adult assistance).
- gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance)
- use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance);
- record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance).
- revise the topic as a result of answers to initial research questions (with adult assistance).
- create a visual display or dramatization to convey the results of the research (with adult assistance).

---

## **Second Grade**

### Reading

- identify the topic and explain the author’s purpose in writing the text.
- identify the main idea in a text and distinguish it from the topic;
- locate the facts that are clearly stated in a text
- describe the order of events or ideas in a text;
- use text features (e.g., tables of contents, index, headings) to locate specific information in text.
- follow written multi-step directions;
- use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).
- distinguish between fiction and nonfiction.

### Writing TEKS

- write brief compositions about topics of interest to the student
- write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);
- write brief comments on literary or informational texts.
- write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

### Functional Writing

- Letters
  - Understand that the form of communication is related to its purpose
  - Understand that a letter has specific conventions (date, greeting, salutation, etc.)
  - Understand notes and cards need to include short greetings and relevant information
  - Write cards, notes, and invitations with a purpose in mind
  - Write letters to other readers or authors and illustrators
- Use sketches or drawings to assist in remembering a text, interpreting a character or event, or recording information
- Use lists to support memory
- Write short pieces responding to a text in a variety of ways (prediction, opinion)
- Create simple charts or webs to show comparison or sequence
- Use grids to show relationships among different kinds of information
- Write directions that show a simple sequence of actions
- Write notes to remember something about a text or to record interesting information

### Informational writing/ Literary nonfiction

- List facts from a text supported by illustrations
- Use headings that show subtopics or information to follow
- Write sentences reporting interesting information presented in text

- Write about a topic keeping the audience and their interest and background knowledge in mind
- Provide information that teachers readers about a topic
- Provide interesting details on a topic
- Use vocabulary specific to a topic
- Introduce information in categories
- Use time as an organizing tool
- Present ideas clearly
- Organize information so each page of a book is about a single topic

#### Research TEKS

- generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics;
- decide what sources of information might be relevant to answer these questions.
- gather evidence from available sources (natural and personal) as well as from interviews with local experts;
- use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information;
- record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).
- revise the topic as a result of answers to initial research questions.
- create a visual display or dramatization to convey the results of the research (with adult assistance).

---

### **Third Grade**

#### Reading

- explain the difference in point of view between a biography and autobiography
- identify the topic and locate the author's stated purposes in writing the text.
- identify the details or facts that support the main idea;
- draw conclusions from the facts presented in text and support those assertions with textual evidence;
- identify explicit cause and effect relationships among ideas in texts;
- use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
- identify what the author is trying to persuade the reader to think or do.
- follow and explain a set of written multi-step directions;
- locate and use specific information in graphic features of text.

#### Writing TEKS

- create brief expository compositions that :
  - establish a central idea in a topic sentence;
  - contain a concluding statement
  - include supporting sentences with simple facts, details, and explanations
- write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing);
- write responses to literary or expository texts that demonstrate an understanding of the text.

#### Functional Writing

- write short pieces responding to a text in a variety of ways
- create lists to plan and to support memory
- create grids to organize information in texts
- create graphic organizers to show relationships in texts or connect information in a text
- write notes to be used later in discussion or writing
- write a friendly letter with all parts
- write a card, note, invitation or friendly letter with a purpose and audience in mind
- write directions with appropriate number words or transition words

### Informational Writing/ Literary nonfiction

- Create lists of facts from text
- Gather and internalize information and then write it in own words
- Introduce ideas followed by supportive details and examples
- Introduce information in categories
- Use labels, headings, table of contents and other text features to support the reader
- Use graphics to provide information show topics and subtopics by using headings
- Write pieces that teach readers about a topic
- Use vocabulary specific to a topic
- Use time appropriately as an organizing tool
- Bring a piece to closure using a summary statement

### Research TEKS

- generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;
- generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.
- follow the research plan to collect information from multiple sources of information, both oral and written, including:
  - student-initiated surveys, on-site inspections, and interviews;
  - data from experts, reference texts, and online searches;
  - visual sources of information (e.g., maps, timelines, graphs) where appropriate;
- use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);
- take simple notes and sort evidence into provided categories or an organizer;
- identify the author, title, publisher, and publication year of sources;
- differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).
- draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used

---

## **Fourth Grade**

### Reading

- identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.
- explain the difference between a stated and an implied purpose for an expository text.
- summarize the main idea and supporting details in text in ways that maintain meaning;
- distinguish fact from opinion in a text and explain how to verify what is a fact;
- describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;
- explain how an author uses language to present information to influence what the reader thinks or does
- determine the sequence of activities needed to carry out a procedure (e.g., following a recipe);
- use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.
- explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).

### Writing TEKS

- create brief compositions that :

- establish a central idea in a topic sentence;
- contain a concluding statement;
- include supporting sentences with simple facts, details, and explanations;
- write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing);
- write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
- write persuasive essays for appropriate audiences that establish a position and use supporting details.

#### Functional Writing

- write short pieces responding to text supporting ideas with examples from text
- write notes capturing interesting facts, language or examples from texts
- write a friendly letter with all parts
- write a card, note, invitation or friendly letter with a purpose and audience in mind
- write directions with appropriate number words or transition words

#### Informational writing/ Literary nonfiction

- write short reports utilizing information from one or more source
- write with a focus on one aspect of a topic
- use descriptive and specific vocabulary
- present information in categories
- write an essay that expresses an opinion supported by facts
- clearly communicate all main points
- provide details that are accurate, relevant, and interesting
- support ideas with facts, details, examples, and explanations present ideas clearly and in a logical sequence

#### Research TEKS

- generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;
- generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.
- follow the research plan to collect information from multiple sources of information, both oral and written, including:
  - student-initiated surveys, on-site inspections, and interviews;
  - data from experts, reference texts, and online searches;
  - visual sources of information (e.g., maps, timelines, graphs) where appropriate;
- use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);
- take simple notes and sort evidence into provided categories or an organizer;
- identify the author, title, publisher, and publication year of sources;
- differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).
- draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used