



Treasure Bay Interactive

Grades: K, 1, 2

States: Texas Essential Knowledge and Skills (TEKS)

Treasure Bay Interactive – All titles in this series of interactive e-books correlate to these standards. Summary: Summary: Perfect for your interactive whiteboards and computers (and does not require any other software to use)! Each of these e-book editions features interactive text and audio, plus bonus games to reinforce reading skills. On each page, users can choose to read the text themselves or have an audio recording of the text read to them. When audio is played, the text is highlighted in sync with the recording, helping young readers to follow along and learn new words. Each illustration in these e-books also offers the opportunity for interactive learning. And the text on each page is clickable to play individual words, phrases or sentences.

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade: K - Adopted 2010

TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.1)	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:
GRADE LEVEL EXPECTATION	K.1 (C)	Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.3)	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:
GRADE LEVEL EXPECTATION	K.3 (A)	Identify the common sounds that letters represent.
GRADE LEVEL EXPECTATION	K.3 (B)	Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	K.5 (A)	Identify and use words that name actions, directions, positions, sequences, and locations.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.9)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.10)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL	K.10 (A)	Identify the topic and details in expository text heard or read, referring to the words

EXPECTATION		and/or illustrations.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.18)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	K.18 (A)	Use phonological knowledge to match sounds to letters.
STUDENT EXPECTATION	(K.23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Kindergarten
STUDENT EXPECTATION	(K.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	K.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	K.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Grade: 1 - Adopted 2010

TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.1)	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:
GRADE LEVEL EXPECTATION	1.1 (E)	Read texts by moving from top to bottom of the page and tracking words from left to right with return sweep.
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.3)	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
GRADE LEVEL EXPECTATION	1.3 (I)	Monitor accuracy of decoding.
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	1.4 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
GRADE LEVEL EXPECTATION	1.4 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.5)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
STUDENT EXPECTATION	(1.12)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.14)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	1.14 (A)	Restate the main idea, heard or read.
STUDENT EXPECTATION	(1.28)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
STUDENT EXPECTATION	(1.29)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are

		expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills First Grade
STUDENT EXPECTATION	(1.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	1.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	1.1 (D)	Make inferences about text and use textual evidence to support understanding.
GRADE LEVEL EXPECTATION	1.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Grade: 2 - Adopted 2010

TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.2)	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
GRADE LEVEL EXPECTATION	2.2 (H)	Monitor accuracy of decoding.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.3)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	2.3 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
GRADE LEVEL EXPECTATION	2.3 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.4)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
STUDENT EXPECTATION	(2.12)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.14)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	2.14 (A)	Identify the main idea in a text and distinguish it from the topic.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.23)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	2.23 (A)	Use phonological knowledge to match sounds to letters to construct unknown words.
STUDENT EXPECTATION	(2.29)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
STUDENT EXPECTATION	(2.3)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Second Grade
STUDENT EXPECTATION	(2.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's

		message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	2.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	2.1 (D)	Make inferences about text using textual evidence to support understanding.
GRADE LEVEL EXPECTATION	2.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.
