



**Risk Watch, Pre-K–K**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, English Language Arts and Reading, Kindergarten</b>
<b><i>Getting Into Character</i></b>	
Storyteller	K.1E, K.3C, K.8B, K.10A, K.10C, K.15A
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	K.1B, K.3B, K.3C, K.3D, K.4D
Lesson 2 Fire & Burn Prevention	K.1B, K.1E, K.3B, K.3C, K.3D, K.4C, K.8A, K.8C
Lesson 3 Choking, Suffocation, and Strangulation Prevention	K.1C, K.3C, K.4B, K.8C, K.15B, K.16B
Lesson 4 Poisoning Prevention	K.1E, K.3C, K.4C, K.8A, K.10A, K.10C, K.12B
Lesson 5 Falls Prevention	K.3C, K.4A, K.4C, K.16B
Lesson 6 Firearms Injury Prevention	K.1E, K.3C, K.12B, K.12C
Lesson 7 Bike and Pedestrian Safety	K.3C, K.3D, K.10B, K.10C, K.12C
Lesson 8 Water Safety	K.1C, K.3C, K.8A, K.12B
<b><i>Risk Watch in Action</i></b>	
Activity 1	K.3C, K.12B
Activity 2	K.1B, K.3C, K.12B
Activity 3	K.1C, K.2D
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	K.1C
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	K.1B, K.1C

### Risk Watch, Grades 1–2

Risk Watch	Texas Essential Knowledge and Skills, English Language Arts and Reading, Grade 1
<b><i>Getting Into Character</i></b>	
Detective	1.1D, 1.1E, 1.3C, 1.4C, 1.11A, 1.12B, 1.12E, 1.13A
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	1.1B, 1.1C, 1.1D, 1.3C, 1.4D, 1.10B 1.15B
Lesson 2 Fire & Burn Prevention	1.1E, 1.3B, 1.3C, 1.14G, 1.15B, 1.18C, 1.18F
Lesson 3 Choking, Suffocation, and Strangulation Prevention	1.1B, 1.3C, 1.4C, 1.4D, 1.10B, 1.11A, 1.11B, 1.12E, 1.13A, 1.13B, 1.15B
Lesson 4 Poisoning Prevention	1.1E, 1.3C, 1.13B, 1.23B
Lesson 5 Falls Prevention	1.1D, 1.3C, 1.10B, 1.15B, 1.18B
Lesson 6 Firearms Injury Prevention	1.1E, 1.3C, 1.4C, 1.12E
Lesson 7 Bike and Pedestrian Safety	1.1B, 1.3C, 1.3D, 1.4C, 1.8F
Lesson 8 Water Safety	1.1D, 1.3C, 1.15B, 1.15C, 1.23B
<b><i>Risk Watch in Action</i></b>	
Activity 1	1.1D, 1.1E, 1.3C
Activity 2	1.1E, 1.3C
Activity 3	1.4C, 1.15A, 1.15B, 1.18D
Activity 4	1.3C, 1.14G, 1.18F
Activity 5	1.3C, 1.4C, 1.4D
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	1.3B
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	1.1D, 1.4B

### Risk Watch, Grades 1–2

Risk Watch	Texas Essential Knowledge and Skills, English Language Arts and Reading, Grade 2
<b><i>Getting Into Character</i></b>	
Detective	2.1D, 2.1E, 2.3C, 2.8A, 2.9B, 2.9E, 2.10A
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	2.1B, 2.1D, 2.3C, 2.4C, 2.7B, 2.12E
Lesson 2 Fire & Burn Prevention	2.1E, 2.3B, 2.3C, 2.11H, 2.14A, 2.14D
Lesson 3 Choking, Suffocation, and Strangulation Prevention	2.1B, 2.3C, 2.4B, 2.4C, 2.8A, 2.8B, 2.9E, 2.11E, 2.14A
Lesson 4 Poisoning Prevention	2.1E, 2.3C, 2.20B
Lesson 5 Falls Prevention	2.1D, 2.3C, 2.12E, 2.14D
Lesson 6 Firearms Injury Prevention	2.1E, 2.3C, 2.4B, 2.9E
Lesson 7 Bike and Pedestrian Safety	2.1B, 2.3C, 2.3D, 2.4B, 2.5G
Lesson 8 Water Safety	2.1D, 2.3C, 2.12D, 2.20B
<b><i>Risk Watch in Action</i></b>	
Activity 1	2.1D, 2.1E, 2.3C
Activity 2	2.1E, 2.3C
Activity 3	2.4C, 2.12A, 2.12D, 2.12H
Activity 4	2.3C, 2.11H, 2.14D
Activity 5	2.3C, 2.4B, 2.4C
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	2.3B
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	2.1D, 2.4C

### Risk Watch, Grades 3–4

Risk Watch	Texas Essential Knowledge and Skills, English Language Arts and Reading, Grade 3
<b><i>Getting Into Character</i></b>	
Reporter	3.1D, 3.1E, 3.3C, 3.4A, 3.7B, 3.12D, 3.12G, 3.12H, 3.14A, 3.14B, 3.20B, 3.20C, 3.20D
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	3.3D, 3.4B, 3.4C, 3.7C, 3.10B, 3.12G, 3.12H, 3.14D, 3.20B
Lesson 2 Fire & Burn Prevention	3.1B, 3.1C, 3.3D, 3.7C, 3.10B, 3.12H, 3.14A, 3.20B, 3.20C
Lesson 3 Choking, Suffocation, and Strangulation Prevention	3.1C, 3.3C, 3.4C, 3.7C, 3.10B, 3.12E, 3.12G, 3.14A, 3.14B, 3.20B
Lesson 4 Poisoning Prevention	3.1C, 3.1E, 3.3C, 3.4C, 3.7C, 3.8A, 3.10B, 3.12G, 3.12H, 3.14A, 3.20B, 3.20C
Lesson 5 Falls Prevention	3.1C, 3.3C, 3.3D, 3.4C, 3.7C, 3.10B, 3.12H, 3.14A, 3.20B, 3.20C
Lesson 6 Firearms Injury Prevention	3.1C, 3.3C, 3.4C, 3.7C, 3.10B, 3.11B, 3.12H, 3.14A, 3.20B
Lesson 7 Bike and Pedestrian Safety	3.1C, 3.3C, 3.4C, 3.7C, 3.10B, 3.14A
Lesson 8 Water Safety	3.1C, 3.3C, 3.3D, 3.4C, 3.7B, 3.7C, 3.10B, 3.12H, 3.14A
<b><i>Risk Watch in Action</i></b>	
Activity 1	3.3C, 3.10D, 3.12E
Activity 2	3.7C, 3.10D, 3.14D
Activity 3	3.1D, 3.3D, 3.7C, 3.9A, 3.9F, 3.10D
Activity 4	3.3A, 3.3B, 3.3D, 3.7B, 3.10D, 3.12H, 3.14D, 3.20B
Activity 5	3.5E, 3.7C
<b><i>Caregiver Letters</i></b>	
Risk Watch Family Survival Plan and Escape Plan	3.3B
Holiday Risk Watch	3.3B
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	3.7C, 3.10B

### Risk Watch, Grades 3–4

Risk Watch	Texas Essential Knowledge and Skills, English Language Arts and Reading, Grade 4
<b><i>Getting Into Character</i></b>	
Reporter	4.1C, 4.2A, 4.5B, 4.8B, 4.9A, 4.13A, 4.13E, 4.13F, 4.15A, 4.21A, 4.21C
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	4.5C, 4.5F, 4.8C, 4.1B, 4.13E, 4.13F, 4.21B
Lesson 2 Fire & Burn Prevention	4.5E, 4.5F, 4.8C, 4.11B, 4.13F, 4.15A
Lesson 3 Choking, Suffocation, and Strangulation Prevention	4.5B, 4.8C, 4.11B, 4.13D, 4.13E, 4.15A, 4.21B
Lesson 4 Poisoning Prevention	4.1C, 4.5B, 4.8C, 4.9A, 4.11B, 4.13E, 4.13F, 4.15A
Lesson 5 Falls Prevention	4.1C, 4.5B, 4.5C, 4.8C, 4.9A, 4.11B, 4.13F, 4.15A
Lesson 6 Firearms Injury Prevention	4.1C, 4.5B, 4.8C, 4.11B, 4.12E, 4.13F, 4.15A
Lesson 7 Bike and Pedestrian Safety	4.1C, 4.5B, 4.8C, 4.11B, 4.15A
Lesson 8 Water Safety	4.1C, 4.5B, 4.5C, 4.8B, 4.8C, 4.11B, 4.13F, 4.15A
<b><i>Risk Watch in Action</i></b>	
Activity 1	4.5B, 4.11D, 4.13E
Activity 2	4.8C, 4.11D, 4.15E
Activity 3	4.1C, 4.5D, 4.8C, 4.10A, 4.10H, 4.11D
Activity 4	4.5A, 4.5B, 4.5E, 4.8B, 4.11D, 4.13F, 4.15B, 4.21B
Activity 5	4.8C, 4.9B
<b><i>Caregiver Letters</i></b>	
Risk Watch Family Survival Plan and Escape Plan	4.5B
Holiday Risk Watch	4.5B
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	4.8, 4.10K

**Risk Watch, Grades 5–6**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, English Language Arts and Reading, Grade 5</b>
<b><i>Getting Into Character</i></b>	
Promoter	5.1C, 5.2A, 5.5B, 5.21D, 5.24A
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	5.1C, 5.5B, 5.5C, 5.5E, 5.5F, 5.8C, 5.11B, 5.13A, 5.13E, 5.13F, 5.15A, 5.21C, 5.21E, 5.22A, 5.23C, 5.25B
Lesson 2 Fire & Burn Prevention	5.5A, 5.5B, 5.5E, 5.5F, 5.8C, 5.11B, 5.13A, 5.13D, 5.13E, 5.13F, 5.15A, 5.21C, 5.21D, 5.21E, 5.22A
Lesson 3 Choking, Suffocation, and Strangulation Prevention	5.5A, 5.5B, 5.5C, 5.5E, 5.8C, 5.11A, 5.13A, 5.13F, 5.15B, 5.21A, 5.25B
Lesson 4 Poisoning Prevention	5.5C, 5.5E, 5.8C, 5.11A, 5.13A, 5.21C, 5.21F, 5.22A, 5.25B
Lesson 5 Falls Prevention	5.5A, 5.5B, 5.5C, 5.5E, 5.8C, 5.11B, 5.11C, 5.13A, 5.13E, 5.15B, 5.21C, 5.21E
Lesson 6 Firearms Injury Prevention	5.1A, 5.5B, 5.5C, 5.5E, 5.8C, 5.11A, 5.11B, 5.13A, 5.13F, 5.15A, 5.21C, 5.22A, 5.25B
Lesson 7 Bike and Pedestrian Safety	5.5B, 5.5C, 5.5E, 5.5F, 5.8C, 5.11A, 5.13A, 5.13E, 5.15B, 5.21C, 5.21E, 5.22A, 5.25B
Lesson 8 Water Safety	5.5A, 5.5B, 5.5C, 5.5E, 5.8C, 5.1B, 5.11C, 5.13A, 5.13E, 5.15B, 5.21C, 5.22A, 5.25B
<b><i>Risk Watch in Action</i></b>	
Activity 1	5.10K
Activity 2	5.5B, 5.5E, 5.15C, 5.23B
Activity 3	5.5B, 5.5E, 5.15C, 5.23B
Activity 4	5.5B, 5.6C, 5.7E, 5.10G, 5.11B
Activity 5	5.5C, 5.5E, 5.15B, 5.22A, 5.25A, 5.25B
<b><i>Caregiver Letters</i></b>	
Risk Watch Family Survival Plan and Escape Plan	5.13D
<b><i>Evaluation Instruments</i></b>	
Risk Watch Knowledge Test	5.10K

### Risk Watch, Grades 5–6

Risk Watch	Texas Essential Knowledge and Skills, English Language Arts and Reading, Grade 6
<b><i>Getting Into Character</i></b>	
Promoter	6.1C, 6.2A, 6.2B, 6.5B, 6.20D, 6.23A
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	6.1C, 6.1D, 6.5C, 6.5F, 6.8C, 6.11B, 6.13A, 6.13E, 6.13F, 6.15A, 6.20C, 6.20E, 6.21A, 6.22C, 6.24B
Lesson 2 Fire & Burn Prevention	6.5A, 6.5B, 6.5F, 6.8C, 6.11B, 6.13A, 6.13D, 6.13E, 6.13F, 6.15A, 6.20C, 6.20D, 6.20E, 6.21A
Lesson 3 Choking, Suffocation, and Strangulation Prevention	6.5A, 6.5B, 6.5C, 6.8C, 6.11A, 6.13A, 6.13F, 6.15B, 6.20A, 6.24B
Lesson 4 Poisoning Prevention	6.5C, 6.8C, 6.11A, 6.13A, 6.20C, 6.20E, 6.21A, 6.24B
Lesson 5 Falls Prevention	6.5A, 6.5B, 6.5C, 6.8C, 6.11B, 6.11C, 6.13A, 6.13E, 6.15B, 6.20C, 6.20E
Lesson 6 Firearms Injury Prevention	6.5B, 6.5C, 6.5F, 6.8C, 6.11A, 6.13A, 6.13F, 6.15A, 6.20C, 6.21A, 6.24B
Lesson 7 Bike and Pedestrian Safety	6.5B, 6.5C, 6.5F, 6.8C, 6.11A, 6.13A, 6.13E, 6.15B, 6.20C, 6.20E, 6.21A, 6.24B
Lesson 8 Water Safety	6.5A, 6.5B, 6.5C, 6.8C, 6.11B, 6.11C, 6.13A, 6.13E, 6.15B, 6.20C, 6.21A, 6.24B
<b><i>Risk Watch in Action</i></b>	
Activity 1	6.10K
Activity 2	6.5B, 6.15C, 6.23F
Activity 3	6.5B, 6.15C, 6.23F
Activity 4	6.5B, 6.6C, 6.7E, 6.10G, 6.11B
Activity 5	6.5C, 6.15B, 6.21A, 6.24A, 6.24B
<b><i>Caregiver Letters</i></b>	
Risk Watch Family Survival Plan and Escape Plan	6.13D
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	6.10K

### Risk Watch, Grades 7–8

Risk Watch	Texas Essential Knowledge and Skills, English Language Arts and Reading, Grade 7
<b><i>Getting Into Character</i></b>	
Coach	7.1C, 7.1D, 7.5B, 7.5C, 7.5D, 7.15C, 7.20E, 7.24B
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	7.1C, 7.2A, 7.5B, 7.5C, 7.5D, 7.8C, 7.10L, 7.11B, 7.13A, 7.13F, 7.15A, 7.24B
Lesson 2 Fire & Burn Prevention	7.1C, 7.1D, 7.5B, 7.5C, 7.8D, 7.11B, 7.11C, 7.13A, 7.13I, 7.15A, 7.21A, 7.22B, 7.24A
Lesson 3 Choking, Suffocation, and Strangulation Prevention	7.1C, 7.1D, 7.5B, 7.5C, 7.8D, 7.11B, 7.11C, 7.13A, 7.13I, 7.15A, 7.21A, 7.22B, 7.24A
Lesson 4 Poisoning Prevention	7.1C, 7.1D, 7.5A, 7.5B, 7.5C, 7.5D, 7.8D, 7.11B, 7.11C, 7.13A, 7.15A, 7.20E, 7.21A, 7.24A, 7.24B
Lesson 5 Falls Prevention	7.1C, 7.1D, 7.5B, 7.5C, 7.8C, 7.10L, 7.11B, 7.11C, 7.13A, 7.13F, 7.13I, 7.15C, 7.20B, 7.24A, 7.24B
Lesson 6 Firearms Injury Prevention	7.1C, 7.1D, 7.5B, 7.5C, 7.8D, 7.11B, 7.11C, 7.13A, 7.13I, 7.15A, 7.21A, 7.22B, 7.24B
Lesson 7 Bike and Pedestrian Safety	7.1C, 7.1D, 7.5A, 7.5B, 7.5C, 7.5D, 7.8C, 7.8D, 7.11A, 7.11B, 7.13A, 7.13F, 7.13I, 7.15C, 7.21A, 7.24A
Lesson 8 Water Safety	7.1C, 7.1D, 7.5A, 7.5B, 7.5C, 7.8C, 7.11B, 7.13F, 7.13I, 7.15A, 7.20B, 7.21A, 7.21B, 7.24A, 7.24B
<b><i>Risk Watch in Action</i></b>	
Activity 1	7.2E, 7.2F, 7.5B
Activity 2	7.8D, 7.10A, 7.10K
Activity 3	7.5B, 7.22C
Activity 4	7.1C, 7.5B, 7.8D
Activity 5	7.23A, 7.24A
<b><i>Caregiver Letters</i></b>	
Risk Watch Family Survival Plan and Escape Plan	7.11B, 7.13D

**Risk Watch, Grades 7–8**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, English Language Arts and Reading, Grade 7</b>
Holiday Risk Watch	7.11B, 7.13D
Spring and Summer Risk Watch	7.11B, 7.13D
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	7.10K
<b>Accessing Resources</b>	
Contacting Resources	7.21B

### Risk Watch, Grades 7–8

Risk Watch	Texas Essential Knowledge and Skills, English Language Arts and Reading, Grade 8
<b><i>Getting Into Character</i></b>	
Coach	8.1C, 8.1D, 8.5B, 8.5C, 8.5D, 8.15C, 8.20E, 8.24B
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	8.1C, 8.2A, 8.5B, 8.5C, 8.5D, 8.8C, 8.10L, 8.11B, 8.13A, 8.13F, 8.15A, 8.24B
Lesson 2 Fire & Burn Prevention	8.1C, 8.1D, 8.5B, 8.5C, 8.8D, 8.11B, 8.11C, 8.13A, 8.13I, 8.15A, 8.21A, 8.22B, 8.24A
Lesson 3 Choking, Suffocation, and Strangulation Prevention	8.1C, 8.1D, 8.5B, 8.5C, 8.8D, 8.11B, 8.11C, 8.13A, 8.13I, 8.15A, 8.21A, 8.22B, 8.24A
Lesson 4 Poisoning Prevention	8.1C, 8.1D, 8.5A, 8.5B, 8.5C, 8.5D, 8.8D, 8.11B, 8.11C, 8.13A, 8.15A, 8.20E, 8.21A, 8.24A, 8.24B
Lesson 5 Falls Prevention	8.1C, 8.1D, 8.5B, 8.5C, 8.8C, 8.10L, 8.11B, 8.11C, 8.13A, 8.13F, 8.13I, 8.15C, 8.20B, 8.24A, 8.24B
Lesson 6 Firearms Injury Prevention	8.1C, 8.1D, 8.5B, 8.5C, 8.8D, 8.11B, 8.11C, 8.13A, 8.13I, 8.15A, 8.21A, 8.22B, 8.24B
Lesson 7 Bike and Pedestrian Safety	8.1C, 8.1D, 8.5A, 8.5B, 8.5C, 8.5D, 8.8C, 8.8D, 8.11A, 8.11B, 8.13A, 8.13F, 8.13I, 8.15C, 8.21A, 8.24A
Lesson 8 Water Safety	8.1C, 8.1D, 8.5A, 8.5B, 8.5C, 8.8C, 8.11B, 8.13F, 8.13I, 8.15A, 8.20B, 8.21A, 8.21B, 8.24A, 8.24B
<b><i>Risk Watch in Action</i></b>	
Activity 1	8.2E, 8.2F, 8.5B
Activity 2	8.8D, 8.10A, 8.10K
Activity 3	8.5B, 8.22C
Activity 4	8.1C, 8.5B, 8.8D
Activity 5	8.23A, 8.24A
<b><i>Caregiver Letters</i></b>	
Risk Watch Family Survival Plan and Escape Plan	8.11B, 8.13D

**Risk Watch, Grades 7–8**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, English Language Arts and Reading, Grade 8</b>
Holiday Risk Watch	8.11B, 8.13D
Spring and Summer Risk Watch	8.11B, 8.13D
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	8.10K
<b>Accessing Resources</b>	
Contacting Resources	8.21B

### Risk Watch, Grades Pre-K-K

Risk Watch	Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Kindergarten
<b><i>Getting Into Character</i></b>	
Storyteller	§115: K.2A
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	§115: K.2A, K.3A, K.5A
Lesson 2 Fire & Burn Prevention	§115: K.2D, K.2G, K.2H
Lesson 3 Choking, Suffocation, and Strangulation Prevention	§115: K.2D, K.2H; §116: K.5C
Lesson 4 Poisoning Prevention	§115: K.2D, K.2G
Lesson 5 Falls Prevention	§115: K.2B, K.2D, K.2E; §116: K.5A, K.5B, K.7A, K.7C
Lesson 6 Firearms Injury Prevention	§115: K.2D, K.2H, K.9A
Lesson 7 Bike and Pedestrian Safety	§115: K.2A, K.2B, K.2D
Lesson 8 Water Safety	§115: K.2D, K.2E; §116: K.5D
<b><i>Risk Watch in Action</i></b>	
Activity 1	§115: K.2A, K.2B, K.2D, K.2E, K.2H, K.9A; §116: K.5A, K.5B, K.5C, K.5D
Activity 2	§115: K.2A, K.2B, K.2D, K.2E, K.2H, K.9A; §116: K.5A, K.5B, K.5C, K.5D
Activity 3	§115: K.2A, K.2B, K.2D, K.2E, K.2H, K.9A; §116: K.5A, K.5B, K.5C, K.5D
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	§115: K.5A
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	§115: K.2A, K.2B, K.2D, K.2E, K.2H, K.9A; §116: K.5A, K.5B, K.5C, K.5D
<b>Accessing Resources</b>	
Community Resources	§115: K.5A
Contacting Resources	§115: K.5A

### Risk Watch, Grades 1–2

Risk Watch	Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 1
<b><i>Getting Into Character</i></b>	
Detective	§115: 1.2A, 1.2B; §116: 1.5D
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	§115: 1.2D
Lesson 2 Fire & Burn Prevention	§115: 1.2D, 1.3A, 1.5A, 1.8A
Lesson 3 Choking, Suffocation, and Strangulation Prevention	§115: 1.1A; §116: 1.4E, 1.5B, 1.5E
Lesson 4 Poisoning Prevention	§115: 1.2E; §116: 1.5E
Lesson 5 Falls Prevention	§115: 1.2B, 1.2G; §116: 1.5A, 1.5B
Lesson 6 Firearms Injury Prevention	§115: 1.2D, 1.5A
Lesson 7 Bike and Pedestrian Safety	§115: 1.2F, 1.3A; §116: 1.5A, 1.5B
Lesson 8 Water Safety	§115: 1.2B; §116: 1.5D
<b><i>Risk Watch in Action</i></b>	
Activity 1	§115: 1.2A, 1.2B, 1.2D, 1.2E, 1.2F, 12.G, 1.3A; §116: 1.5A, 1.5B, 1.5D, 1.5E
Activity 2	§115: 1.2A, 1.2B, 1.2D, 1.2E, 1.2F, 12.G, 1.3A; §116: 1.5A, 1.5B, 1.5D, 1.5E
Activity 3	§115: 1.2A, 1.2B, 1.2D, 1.2E, 1.2F, 12.G, 1.3A; §116: 1.5A, 1.5B, 1.5D, 1.5E
Activity 4	§115: 1.2A, 1.2B, 1.2D, 1.2E, 1.2F, 12.G, 1.3A; §116: 1.5A, 1.5B, 1.5D, 1.5E
Activity 5	§115: 1.2A, 1.2B, 1.2D, 1.2E, 1.2F, 12.G, 1.3A; §116: 1.5A, 1.5B, 1.5D, 1.5E
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	§115: 1.8A
Risk Watch Family Survival Plan and Escape Plan	§115: 1.8A
Holiday Risk Watch	§115: 1.8A
Spring and Summer Risk Watch	§115: 1.8A
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	§115: 1.2A, 1.2B, 1.2D, 1.2E, 1.2F, 12.G, 1.3A; §116: 1.5A, 1.5B, 1.5D, 1.5E

**Risk Watch, Grades 1–2**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 1</b>
<b>Accessing Resources</b>	
Community Resources	§115: 1.5A
Contacting Resources	§115: 1.6A, 1.6B

**Risk Watch, Grades 1–2**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 2</b>
<b><i>Getting Into Character</i></b>	
Detective	§115: 2.2B, 2.2C; §116: 2.5D
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	§115: 2.2B, 2.3A
Lesson 2 Fire & Burn Prevention	§115: 2.2B, 2.2D, 2.8B, 2.9C
Lesson 3 Choking, Suffocation, and Strangulation Prevention	§115: 2.2B; §116: 2.5F
Lesson 4 Poisoning Prevention	§115: 2.2D; §116: 2.5F
Lesson 5 Falls Prevention	§115: 2.2B; §116: 2.5A
Lesson 6 Firearms Injury Prevention	§115: 2.2E, 2.5A
Lesson 7 Bike and Pedestrian Safety	§115: 2.2B, 2.2C, 2.3A; §116: 2.5A, 2.5B, 2.5E
Lesson 8 Water Safety	§115: 2.2B; §116: 2.5D
<b><i>Risk Watch in Action</i></b>	
Activity 1	§115: 2.2B, 2.2C, 2.2D, 2.2E, 2.3A, 2.5A, 2.8B, 2.9A; §116: 2.5A, 2.5B, 2.5D, 2.5E, 2.5F
Activity 2	§115: 2.2B, 2.2C, 2.2D, 2.2E, 2.3A, 2.5A, 2.8B, 2.9A; §116: 2.5A, 2.5B, 2.5D, 2.5E, 2.5F
Activity 3	§115: 2.2B, 2.2C, 2.2D, 2.2E, 2.3A, 2.5A, 2.8B, 2.9A; §116: 2.5A, 2.5B, 2.5D, 2.5E, 2.5F
Activity 4	§115: 2.2B, 2.2C, 2.2D, 2.2E, 2.3A, 2.5A, 2.8B, 2.9A; §116: 2.5A, 2.5B, 2.5D, 2.5E, 2.5F
Activity 5	§115: 2.2B, 2.2C, 2.2D, 2.2E, 2.3A, 2.5A, 2.8B, 2.9A; §116: 2.5A, 2.5B, 2.5D, 2.5E, 2.5F
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	§115: 2.5C
Risk Watch Family Survival Plan and Escape Plan	§115: 2.5C

**Risk Watch, Grades 1–2**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 2</b>
Holiday Risk Watch	§115: 2.5C
Spring and Summer Risk Watch	§115: 2.5C
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	§115: 2.2B, 2.2C, 2.2D, 2.2E, 2.3A, 2.5A, 2.8B, 2.9A; §116: 2.5A, 2.5B, 2.5D, 2.5E, 2.5F
<b>Accessing Resources</b>	
Community Resources	§115: 2.6A
Contacting Resources	§115: 2.6B

### Risk Watch, Grades 3–4

Risk Watch	Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 3
<b><i>Getting Into Character</i></b>	
Reporter	§115: 3.5A
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	§115: 3.2A, 3.2E, 3.5B
Lesson 2 Fire & Burn Prevention	§115: 3.2A, 3.11E
Lesson 3 Choking, Suffocation, and Strangulation Prevention	§115: 3.2A, 3.2E; §116: 3.5C
Lesson 4 Poisoning Prevention	§115: 3.2A, 3.3C, 3.6B, 3.6C, 3.6D
Lesson 5 Falls Prevention	§115: 3.2A, 3.7A; §116: 3.5A, 3.5B, 3.5C, 3.6A, 3.7A
Lesson 6 Firearms Injury Prevention	§115: 3.2A, 3.2C, 3.7A
Lesson 7 Bike and Pedestrian Safety	§115: 3.2A, 3.2E; §116: 3.5C
Lesson 8 Water Safety	§115: 3.2A, 3.2E, 3.5B
<b><i>Risk Watch in Action</i></b>	
Activity 1	§115: 3.2A, 3.2C, 3.2E, 3.3C, 3.6B, 3.6C, 3.6D, 3.11C, 3.11E; §116: 3.5A, 3.5C
Activity 2	§115: 3.2A, 3.2C, 3.2E, 3.3C, 3.6B, 3.6C, 3.6D, 3.11C, 3.11E; §116: 3.5A, 3.5C
Activity 3	§115: 3.2A, 3.2C, 3.2E, 3.3C, 3.6B, 3.6C, 3.6D, 3.11C, 3.11E; §116: 3.5A, 3.5C
Activity 4	§115: 3.2A, 3.2C, 3.2E, 3.3C, 3.6B, 3.6C, 3.6D, 3.11C, 3.11E; §116: 3.5A, 3.5C
Activity 5	§115: 3.2A, 3.2C, 3.2E, 3.3C, 3.6B, 3.6C, 3.6D, 3.11C, 3.11E; §116: 3.5A, 3.5C
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	§115: 3.6D
Risk Watch Family Survival Plan and Escape Plan	§115: 3.6D
Holiday Risk Watch	§115: 3.6D
Spring and Summer Risk Watch	§115: 3.6D

**Risk Watch, Grades 3–4**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 3</b>
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	§115: 3.2A, 3.2C, 3.2E, 3.3C, 3.6B, 3.6C, 3.6D, 3.11C, 3.11E; §116: 3.5A, 3.5C
<b>Accessing Resources</b>	
Community Resources	§115: 3.5A, 3.5B
Contacting Resources	§115: 3.7A

### Risk Watch, Grades 3–4

Risk Watch	Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 4
<b><i>Getting Into Character</i></b>	
Reporter	§115: 4.3A
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	§115: 4.3A, 4.4F
Lesson 2 Fire & Burn Prevention	§115: 4.4E, 4.4F, 4.6A, 4.7A
Lesson 3 Choking, Suffocation, and Strangulation Prevention	§115: 4.2A, 4.4F, 4.6A; §116: 4.5B
Lesson 4 Poisoning Prevention	§115: 4.2A, 4.4A, 4.4F, 4.6A
Lesson 5 Falls Prevention	§115: 4.4F, 4.7A; §116: 4.5A, 4.5C, 4.6B
Lesson 6 Firearms Injury Prevention	§115: 4.4F, 4.6A
Lesson 7 Bike and Pedestrian Safety	§115: 4.4F; §116: 4.5A, 4.5C, 4.6B
Lesson 8 Water Safety	§115: 4.4F; §116: 4.5D
<b><i>Risk Watch in Action</i></b>	
Activity 1	§115: 4.4E, 4.4F, 4.6A; §116: 4.5A, 4.5B, 4.5C, 4.5D
Activity 2	§115: 4.4E, 4.4F, 4.6A; §116: 4.5A, 4.5B, 4.5C, 4.5D
Activity 3	§115: 4.4E, 4.4F, 4.6A; §116: 4.5A, 4.5B, 4.5C, 4.5D, 4.7A
Activity 4	§115: 4.4E, 4.4F, 4.6A; §116: 4.5A, 4.5B, 4.5C, 4.5D, 4.7A
Activity 5	§115: 4.4E, 4.4F, 4.6A; §116: 4.5A, 4.5B, 4.5C, 4.5D
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	§115: 4.1F
Risk Watch Family Survival Plan and Escape Plan	§115: 4.1F
Holiday Risk Watch	§115: 4.1F
Spring and Summer Risk Watch	§115: 4.1F

**Risk Watch, Grades 3–4**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 4</b>
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	§115: 4.4E, 4.4F, 4.6A; §116: 4.5A, 4.5B, 4.5C, 4.5D
<b>Accessing Resources</b>	
Community Resources	§115: 4.3B
Contacting Resources	§115: 4.3B

### Risk Watch, Grades 5–6

Risk Watch	Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 5
<b><i>Getting Into Character</i></b>	
Promoter	§115: 5.3B, 5.7A
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	§115: 5.1F, 5.5E
Lesson 2 Fire & Burn Prevention	§115: 5.1A, 5.5E, 5.5G
Lesson 3 Choking, Suffocation, and Strangulation Prevention	§115: 5.1F, 5.5E, 5.5G
Lesson 4 Poisoning Prevention	§115: 5.5A, 5.5E, 5.5G
Lesson 5 Falls Prevention	§115: 5.5E, 5.5G; §116: 5.5A, 5.5C
Lesson 6 Firearms Injury Prevention	§115: 5.5E, 5.5F, 5.5H
Lesson 7 Bike and Pedestrian Safety	§115: 5.5E, 5.5F; §116: 5.5A, 5.5C
Lesson 8 Water Safety	§115: 5.5E, 5.5G; §116: 5.5A, 5.5C
<b><i>Risk Watch in Action</i></b>	
Activity 1	§115: 5.1F, 5.A, 5.5A, 5.5B, 5.5F, 5.5G, 5.5H; §116: 5.5A, 5.5C
Activity 2	§115: 5.1F, 5.A, 5.5A, 5.5B, 5.5F, 5.5G, 5.5H; §116: 5.5A, 5.5C
Activity 3	§115: 5.1F, 5.A, 5.5A, 5.5B, 5.5F, 5.5G, 5.5H; §116: 5.5A, 5.5C
Activity 4	§115: 5.1F, 5.A, 5.5A, 5.5B, 5.5F, 5.5G, 5.5H; §116: 5.5A, 5.5C
Activity 5	§115: 5.1F, 5.3B, 5.5A, 5.5E, 5.5F, 5.5G, 5.5H, 5.7A
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	§115: 5.1F, 5.5G, 5.5H
Risk Watch Family Survival Plan and Escape Plan	§115: 5.1F, 5.5G, 5.5H
Holiday Risk Watch	§115: 5.1F, 5.5G, 5.5H
Spring and Summer Risk Watch	§115: 5.1F, 5.5G, 5.5H

**Risk Watch, Grades 5–6**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 5</b>
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	§115: 5.A, 5.5A, 5.5B, 5.5F, 5.5G, 5.5H; §116: 5.5A, 5.5C
<b>Accessing Resources</b>	
Community Resources	§115: 5.3A
Contacting Resources	§115: 5.3A

### Risk Watch, Grades 5–6

Risk Watch	Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 6
<b><i>Getting Into Character</i></b>	
Promoter	§115: 6.4B, 6.8A
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	§115: 6.5G
Lesson 2 Fire & Burn Prevention	§115: 6.1A, 6.5F, 6.5G
Lesson 3 Choking, Suffocation, and Strangulation Prevention	§115: 6.5F, 6.5G
Lesson 4 Poisoning Prevention	§115: 6.5A, 6.5F, 6.5G
Lesson 5 Falls Prevention	§115: 6.5F, 6.5G; §116: 6.5A, 6.5D
Lesson 6 Firearms Injury Prevention	§115: 6.5E, 6.5F, 6.5G
Lesson 7 Bike and Pedestrian Safety	§115: 6.5F, 6.5G; §116: 6.5A, 6.5D
Lesson 8 Water Safety	§115: 6.5F, 6.5G; §116: 6.5A, 6.5E
<b><i>Risk Watch in Action</i></b>	
Activity 1	§115: 6.5A, 6.5B, 6.5E, 6.5F, 6.5G; §116: 6.5A, 6.5D
Activity 2	§115: 6.5A, 6.5B, 6.5E, 6.5F, 6.5G; §116: 6.5A, 6.5D
Activity 3	§115: 6.5A, 6.5B, 6.5E, 6.5F, 6.5G; §116: 6.5A, 6.5D
Activity 4	§115: 6.5A, 6.5B, 6.5E, 6.5F, 6.5G; §116: 6.5A, 6.5D
Activity 5	§115: 6.4A, 6.4B, 6.5A, 6.5E, 6.5F, 6.5G, 6.5H, 6.8A
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	§115: 6.5E, 6.5F
Risk Watch Family Survival Plan and Escape Plan	§115: 6.5E, 6.5F
Holiday Risk Watch	§115: 6.5E, 6.5F
Spring and Summer Risk Watch	§115: 6.5E, 6.5F
<b><i>Evaluation Instruments</i></b>	
Risk Watch Knowledge Test	§115: 6.5A, 6.5B, 6.5E, 6.5F, 6.5G; §116: 6.5A, 6.5D

**Risk Watch, Grades 5–6**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 6</b>
<b>Accessing Resources</b>	
Community Resources	§115: 6.4B
Contacting Resources	§115: 6.4B

### Risk Watch, Grades 7–8

Risk Watch	Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 7
<b><i>Getting Into Character</i></b>	
Coach	§115: 7.4A, 7.4B, 7.7A, 7.7B, 7.12C
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	§115: 7.4A, 7.C, 7.5A, 7.7B
Lesson 2 Fire & Burn Prevention	§115: 7.4A, 7.4C, 7.5A, 7.7B
Lesson 3 Choking, Suffocation, and Strangulation Prevention	§115: 7.4A, 7.4C, 7.5A, 7.5G, 7.7B; §116: 7.5B
Lesson 4 Poisoning Prevention	§115: 7.4A, 7.4C, 7.5A, 7.7B
Lesson 5 Falls Prevention	§115: 7.4A, 7.4C, 7.5A, 7.7B; §116: 7.5A, 7.5B
Lesson 6 Firearms Injury Prevention	§115: 7.4A, 7.4C, 7.5A, 7.5B, 7.5K, 7.5L
Lesson 7 Bike and Pedestrian Safety	§115: 7.4A, 7.4C, 7.5A; §116: 7.5A, 7.5B
Lesson 8 Water Safety	§115: 7.4A, 7.4C, 7.5A
<b><i>Risk Watch in Action</i></b>	
Activity 1	§115: 7.4A, 7.5A, 7.5B, 7.5G, 7.5K, 7.5L; §116: 7.5A, 7.5B
Activity 2	§115: 7.4A, 7.4C, 7.4D, 7.5A, 7.5B, 7.5G, 7.5K, 7.5L; §116: 7.5A, 7.5B
Activity 3	§115: 7.4A, 7.4C, 7.4D, 7.5A, 7.5B, 7.5G, 7.5K, 7.5L; §116: 7.5A, 7.5B
Activity 4	§115: 7.4A, 7.4C, 7.4D, 7.5A, 7.5B, 7.5K, 7.5L; §116: 7.5A, 7.5B
Activity 5	§115: 7.4A, 7.4C, 7.4D, 7.5A, 7.5B, 7.5G, 7.5K, 7.5L; §116: 7.5A, 7.5B
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	§115: 7.4A, 7.7A, 7.7B
Risk Watch Family Survival Plan and Escape Plan	§115: 7.4A, 7.7B
Holiday Risk Watch	§115: 7.4A, 7.7A, 7.7B
Spring and Summer Risk Watch	§115: 7.4A, 7.7A, 7.7B
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	§115: 7.4A, 7.4C, 7.4D, 7.5A, 7.5B, 7.5G,

**Risk Watch, Grades 7–8**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 7</b>
	7.5K, 7.5L; §116: 7.5A, 7.5B
<b>Accessing Resources</b>	
Community Resources	§115: 7.4A, 7.7A
Contacting Resources	§115: 7.4A, 7.8A

### Risk Watch, Grades 7–8

Risk Watch	Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 8
<b><i>Getting Into Character</i></b>	
Coach	§115: 8.4A, 8.7A, 8.7B, 8.12C
<b><i>Lesson Cards</i></b>	
Lesson 1 Motor Vehicle Safety	§115: 8.4A, 8.C, 8.5A, 8.7B
Lesson 2 Fire & Burn Prevention	§115: 8.4A, 8.4C, 8.5A, 8.7B
Lesson 3 Choking, Suffocation, and Strangulation Prevention	§115: 8.4A, 8.4C, 8.5A, 8.5G, 8.7B; §116: 8.5B
Lesson 4 Poisoning Prevention	§115: 8.4A, 8.4C, 8.5A, 8.7B
Lesson 5 Falls Prevention	§115: 8.4A, 8.4C, 8.5A, 8.7B; §116: 8.5A, 8.5B
Lesson 6 Firearms Injury Prevention	§115: 8.4A, 8.4C, 8.5A, 8.5B, 8.5K, 8.5L
Lesson 7 Bike and Pedestrian Safety	§115: 8.4A, 8.4C, 8.5A; §116: 8.5A, 8.5B
Lesson 8 Water Safety	§115: 8.4A, 8.4C, 8.5A
<b><i>Risk Watch in Action</i></b>	
Activity 1	§115: 8.4A, 8.5A, 8.5B, 8.5G, 8.5K, 8.5L; §116: 8.5A, 8.5B
Activity 2	§115: 8.4A, 8.4C, 8.4D, 8.5A, 8.5B, 8.5G, 8.5K, 8.5L; §116: 8.5A, 8.5B
Activity 3	§115: 8.4A, 8.4C, 8.4D, 8.5A, 8.5B, 8.5G, 8.5K, 8.5L; §116: 8.5A, 8.5B
Activity 4	§115: 8.4A, 8.4C, 8.4D, 8.5A, 8.5B, 8.5K, 8.5L; §116: 8.5A, 8.5B
Activity 5	§115: 8.4A, 8.4C, 8.4D, 8.5A, 8.5B, 8.5G, 8.5K, 8.5L; §116: 8.5A, 8.5B
<b><i>Caregiver Letters</i></b>	
Caregiver Letters	§115: 8.4A, 8.7A, 8.7B
Risk Watch Family Survival Plan and Escape Plan	§115: 8.4A, 8.7B
Holiday Risk Watch	§115: 8.4A, 8.7A, 8.7B
Spring and Summer Risk Watch	§115: 8.4A, 8.7A, 8.7B
<b>Evaluation Instruments</b>	
Risk Watch Knowledge Test	§115: 8.4A, 8.4C, 8.4D, 8.5A, 8.5B, 8.5G,

**Risk Watch, Grades 7–8**

<b>Risk Watch</b>	<b>Texas Essential Knowledge and Skills, §115: Health Education and §116: Physical Education, Grade 8</b>
	8.5K, 8.5L; §116: 8.5A, 8.5B
<b>Accessing Resources</b>	
Community Resources	§115: 8.4A, 8.7A
Contacting Resources	§115: 8.4A, 8.8A

## Texas Essential Knowledge and Skills: English Language Arts, Kindergarten (Partial Listing)

- (K.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 responsively to stories and other texts read aloud, including selections from classic and contemporary works.
- (K.3) **Listening/speaking/audiences/oral grammar.** The student speaks appropriately to different audiences for different purposes and occasions.  
The student is expected to:
- (B) use verbal and nonverbal communication in effective ways when making announcements, giving directions or making introductions.
  - (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.
- (K.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, or charts; and
  - (D) retell a spoken message by summarizing or clarifying.
- (K.8) **Reading/vocabulary development.** The student develops an extensive vocabulary.  
The student is expected to:
- (A) discuss meanings or words and develop vocabulary through meaningful/concrete experiences;
  - (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud; and
  - (C) Identify words that name persons, places, or things and words that name actions.
- (K.10) **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.
- (K.12) **Reading/inquiry/research.** The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.  
The student is expected to:
- (B) use pictures, print, and people to gather information and answer questions;
  - (C) draw conclusions from information gathered.
- (K.15) **Writing/composition.** The student composes original texts.  
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, centers
- (K.16) **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; and
  - (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.

# Texas Essential Knowledge and Skills: English Language Arts, Grade 1 (Partial Listing)

- (1.1) **Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.  
The student is expected to:
- (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.
- (1.3) **Listening/speaking/audiences/oral grammar.** The student speaks appropriately to different audiences for different purposes and occasions.  
The student is expected to:
- (B) use verbal and nonverbal communication in effective ways such as in making announcements, giving directions, or making introductions;
  - (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.
- (1.4) **Listening/speaking/communication.** The student communicates clearly by putting thoughts and feelings into spoken words.  
The student is expected to:
- (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; and
  - (D) retell a spoken message by summarizing or clarifying.
- (1.8) **Reading/word identification.** The student uses a variety of word identification strategies.  
The student is expected to:
- (F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning.
- (1.10) **Reading/variety of texts.** The student reads widely for different purposes in varied sources.  
The student is expected to:
- (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;
  - (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.
- (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:
- (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained;
  - (E) draw and discuss visual images based on text descriptions.
- (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.
- (1.14) **Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.  
The student is expected to:
- (G) analyze characters, including their traits, feelings, relationships, and changes.
- (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.
- (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:
- (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;
  - (F) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.
- (1.23) **Writing/inquiry/research.** The student uses writing as a tool for learning and research.  
The student is expected to:
- (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.

## Texas Essential Knowledge and Skills: English Language Arts, Grade 2 (Partial Listing)

- (2.1) **Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.  
The student is expected to:
- (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.
- (2.3) **Listening/speaking/audiences/oral grammar.** The student speaks appropriately to different audiences for different purposes and occasions.  
The student is expected to:
- (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;
  - (D) present dramatic interpretations of experiences, stories, poems, or plays.
- (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; and
  - (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:
- (G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning.
- (2.7) **Reading/variety of texts.** The student reads widely for different purposes in varied sources.  
The student is expected to:
- (B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources.
- (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;
  - (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud;
- (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:
- (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained;
  - (E) draw and discuss visual images based on text descriptions.
- (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;
  - (B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology.
- (2.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts.  
The student is expected to:
- (H) analyze characters, including their traits, relationships, and changes.
- (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?”
  - (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;
  - (H) draw conclusions from information gathered.
- (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;
  - (D) write different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.
- (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; and
  - (D) compile notes into outlines, reports, summaries, or other written efforts using available technology.

## Texas Essential Knowledge and Skills: English Language Arts, Grade 3 (Partial Listing)

- (3.1) **Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.  
The student is expected to:
- (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.
- (3.3) **Listening/speaking/audiences.** 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;
  - (D) present dramatic interpretations of experiences, stories, poems, or plays.
- (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:
- (E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning.
- (3.7) **Reading/variety of texts.** The student reads widely for different purposes in varied sources.  
The student is expected to:
- (B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources; and
  - (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.
- (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;
  - (F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.
- (3.10) **Reading/literary response.** The student responds to various texts.  
The student is expected to:
- (B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology;
  - (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:
- (B) distinguish fiction from nonfiction, including fact and fantasy.
- (3.12) **Reading/inquiry/research.** The student generates questions and conducts research using information from various sources.  
The student is expected to:
- (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;
  - (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.
- (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; and
  - (D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.
- (3.20) **Writing/inquiry/research.** The student uses writing as a tool for learning and research.  
The student is expected to:
- (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; and
  - (D) compile notes into outlines, reports, summaries, or other written efforts using available technology.

## Texas Essential Knowledge and Skills: English Language Arts, Grade 4 (Partial Listing)

- (4.1) **Listening/speaking/purposes.** The student listens actively and purposefully in a variety of settings. The student is expected to:
- (C) understand the major ideas and supporting evidence in spoken messages.
- (4.2) **Listening/speaking/critical listening.** The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:
- (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.
- (4.5) **Listening/speaking/audiences.** The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:
- (A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion;
  - (B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information;
  - (C) present dramatic interpretations of experiences, stories, poems, or plays to communicate;
  - (E) give precise directions and instructions such as in games and tasks; and
  - (F) clarify and support spoken ideas with evidence, elaborations, and examples.
- (4.8) **Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to:
- (B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure; and
  - (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing.
- (4.9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
- (A) develop vocabulary by listening to selections read aloud;
  - (B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.
- (4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:
- (A) use his/her own knowledge and experience to comprehend;
  - (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;
  - (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.
- (4.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:
- (B) interpret text ideas through such varied means as journal writing, discussion, enactment, media;
  - (D) connect, compare, and contrast ideas, themes, and issues across text.
- (4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to:
- (E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.
- (4.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:
- (C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions;
  - (D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions;
  - (E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts;
  - (F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate.
- (4.15) **Writing/purposes.** The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:
- (A) write to express, discover, record, develop, reflect on ideas, and to problem solve;
  - (B) write to influence such as to persuade, argue, and request;
  - (E) exhibit an identifiable voice in personal narratives and in stories.
- (4.21) **Writing/inquiry/research.** The student uses writing as a tool for learning and research. The student is expected to:
- (A) frame questions to direct research;
  - (B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;
  - (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches.

## Texas Essential Knowledge and Skills: English Language Arts, Grade 5 (Partial Listing)

- (5.1) **Listening/speaking/purposes.** The student listens actively and purposefully in a variety of settings. The student is expected to:  
(C) understand the major ideas and supporting evidence in spoken messages.
- (5.2) **Listening/speaking/critical listening.** The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:  
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives;  
(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery.
- (5.5) **Listening/speaking/audiences.** The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:  
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion;  
(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information;  
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate;  
(E) give precise directions and instructions such as in games and tasks; and  
(F) clarify and support spoken ideas with evidence, elaborations, and examples.
- (5.6) **Reading/word identification.** The student uses a variety of word identification strategies. The student is expected to:  
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.
- (5.7) **Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:  
(A) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.
- (5.8) **Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to:  
(E) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing.
- (5.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:  
(G) paraphrase and summarize text to recall, inform, or organize ideas;  
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.
- (5.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:  
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts;  
(B) interpret text ideas through such varied means as
- (5.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:  
(A) form and revise questions for investigations, including questions arising from interest and units of study;  
(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions;  
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts;  
(F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate.
- (5.15) **Writing/purposes.** The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:  
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve;  
(C) write to influence such as to persuade, argue, and request;  
(D) write to inform such as to explain, describe, report, and narrate.
- (5.21) **Writing/inquiry/research.** The student uses writing as a tool for learning and research. The student is expected to:  
(A) frame questions to direct research;  
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;  
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines;  
(E) present information in various forms using available technology.
- (5.22) **Writing/connections.** The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:  
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms; and
- (5.23) **Viewing/representing/interpretation.** The student understands and interprets visual images, messages, and meanings. The student is expected to:  
(B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations;  
(C) use media to compare ideas and points of view.
- (5.24) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:  
(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings.
- (5.25) **Viewing/representing/production.** The student produces visual images, messages, and meanings that communicate with others. The student is expected to:  
(A) select, organize, or produce visuals to complement

journal writing, discussion, enactment, media;  
(C) support responses by referring to relevant aspects of text and his/her own experiences.

and extend meanings; and  
(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.

## Texas Essential Knowledge and Skills: English Language Arts, Grade 6 (Partial Listing)

- (6.1) **Listening/speaking/purposes.** The student listens actively and purposefully in a variety of settings. The student is expected to:
- (C) understand the major ideas and supporting evidence in spoken messages; and
  - (D) listen to learn by taking notes, organizing, and summarizing spoken ideas.
- (6.2) **Listening/speaking/critical listening.** The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:
- (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives;
  - (B) identify and analyze a speaker's persuasive techniques
- (6.5) **Listening/speaking/audiences.** The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:
- (A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion;
  - (B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information;
  - (C) present dramatic interpretations of experiences, stories, poems, or plays to communicate;
  - (F) clarify and support spoken ideas with evidence, elaborations, and examples.
- (6.6) **Reading/word identification.** The student uses a variety of word identification strategies. The student is expected to:
- (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.
- (6.7) **Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:
- (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.
- (6.8) **Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to:
- (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing; and
  - (D) read to take action such as to complete forms, make informed recommendations, and write a response.
- (6.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:
- (G) paraphrase and summarize text to recall, inform, or organize ideas;
  - (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.
- (6.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:
- (A) offer observations, make connections, react, speculate, interpret, and raise questions in
- (6.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:
- (A) form and revise questions for investigations, including questions arising from interest and units of study;
  - (D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions;
  - (E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts;
  - (F) produce research projects and reports in effective formats for various audiences.
- (6.15) **Writing/purposes.** The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:
- (A) write to express, discover, record, develop, reflect on ideas, and to problem solve;
  - (B) write to influence such as to persuade, argue, and request;
  - (C) write to inform such as to explain, describe, report, and narrate.
- (6.20) **Writing/inquiry/research.** The student uses writing as a tool for learning and research. The student is expected to:
- (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;
  - (D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines;
  - (E) present information in various forms using available technology.
- (6.21) **Writing/connections.** The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:
- (A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms; and
  - (B) correspond with peers or others via e-mail or conventional mail.
- (6.22) **Viewing/representing/interpretation.** The student understands and interprets visual images, messages, and meanings. The student is expected to:
- (C) interpret important events and ideas gathered from maps, charts, graphics, video segments or technology presentations;
- (6.23) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:
- (A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings.
- (6.24) **Viewing/representing/production.** The student produces visual images, messages, and meanings that communicate with others. The student is expected to:
- (A) select, organize, or produce visuals to complement and extend meanings; and

response to texts;  
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media;

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.

## Texas Essential Knowledge and Skills: English Language Arts, Grade 7 (Partial Listing)

- (7.1) **Listening/speaking/purposes.** The student listens actively and purposefully in a variety of settings. The student is expected to:
- (C) understand the major ideas and supporting evidence in spoken messages; and
  - (D) Listen to learn by taking notes, organizing, and summarizing spoken ideas.
- (7.2) **Listening/speaking/critical listening.** The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:
- (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives;
  - (E) compare his/her own perception of a spoken message with the perception of others; and
  - (F) evaluate a spoken message in terms of its content, credibility, and delivery.
- (7.5) **Listening/speaking/audiences.** The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:
- (A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion;
  - (B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information;
  - (C) present dramatic interpretations of experiences, stories, poems, or plays to communicate;
  - (D) generate criteria to evaluate his/her own oral presentations and the presentations of others.
- (7.8) **Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to:
- (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing; and
  - (D) read to take action such as to complete forms, make informed recommendations, and write a response.
- (7.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:
- (A) use his/her own knowledge and experience to comprehend;
  - (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer; and
  - (L) represent text information in different ways such as in outline, timeline, or graphic organizer.
- (7.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:
- (B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media;
  - (C) support responses by referring to relevant aspects of text and his/her own experiences.
- (7.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:
- (A) form and revise questions for investigations, including questions arising from interest and units of study;
  - (D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions;
  - (F) produce research projects and reports in effective formats for various audiences; and
  - (I) present organized statements, reports, and speeches using visuals or media to support meaning.
- (7.15) **Writing/purposes.** The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:
- (A) write to express, discover, record, develop, reflect on ideas, and to problem solve;
  - (C) write to inform such as to explain, describe, report, and narrate.
- (7.20) **Writing/inquiry/research.** The student uses writing as a tool for learning and research. The student is expected to:
- (B) Organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer; and
  - (E) present information in various forms using available technology.
- (7.21) **Writing/connections.** The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:
- (A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms; and
  - (B) correspond with peers or others via e-mail or conventional mail.
- (7.22) **Viewing/representing/interpretation.** The student understands and interprets visual images, messages, and meanings. The student is expected to:
- (B) interpret important events and ideas gathered from maps, charts, graphics, video segments or technology presentations;
  - (C) use media to compare ideas and points of view.
- (7.23) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:
- (A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings.
- (7.24) **Viewing/representing/production.** The student produces visual images, messages, and meanings that communicate with others. The student is expected to:
- (A) select, organize, or produce visuals to complement and extend meanings; and
  - (B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.

## Texas Essential Knowledge and Skills: English Language Arts, Grade 8 (Partial Listing)

- (8.1) **Listening/speaking/purposes.** The student listens actively and purposefully in a variety of settings. The student is expected to:
- (C) understand the major ideas and supporting evidence in spoken messages; and
  - (D) Listen to learn by taking notes, organizing, and summarizing spoken ideas.
- (8.2) **Listening/speaking/critical listening.** The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:
- (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives;
  - (E) compare his/her own perception of a spoken message with the perception of others; and
  - (F) evaluate a spoken message in terms of its content, credibility, and delivery.
- (8.5) **Listening/speaking/audiences.** The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:
- (A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion;
  - (B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information;
  - (C) present dramatic interpretations of experiences, stories, poems, or plays to communicate;
  - (D) generate criteria to evaluate his/her own oral presentations and the presentations of others.
- (8.8) **Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to:
- (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing; and
  - (D) read to take action such as to complete forms, make informed recommendations, and write a response.
- (8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to:
- (A) use his/her own knowledge and experience to comprehend;
  - (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer; and
  - (L) represent text information in different ways such as in outline, timeline, or graphic organizer.
- (8.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to:
- (B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media;
  - (C) support responses by referring to relevant aspects of text and his/her own experiences.
- (8.13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources. The student is expected to:
- (A) form and revise questions for investigations, including questions arising from interest and units of study;
  - (D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions;
  - (F) produce research projects and reports in effective formats for various audiences; and
  - (I) present organized statements, reports, and speeches using visuals or media to support meaning.
- (8.15) **Writing/purposes.** The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:
- (A) write to express, discover, record, develop, reflect on ideas, and to problem solve;
  - (C) write to inform such as to explain, describe, report, and narrate.
- (8.20) **Writing/inquiry/research.** The student uses writing as a tool for learning and research. The student is expected to:
- (B) Organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer; and
  - (E) present information in various forms using available technology.
- (8.21) **Writing/connections.** The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:
- (A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms; and
  - (B) correspond with peers or others via e-mail or conventional mail.
- (8.22) **Viewing/representing/interpretation.** The student understands and interprets visual images, messages, and meanings. The student is expected to:
- (B) interpret important events and ideas gathered from maps, charts, graphics, video segments or technology presentations;
  - (C) use media to compare ideas and points of view.
- (8.23) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:
- (A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings.
- (8.24) **Viewing/representing/production.** The student produces visual images, messages, and meanings that communicate with others. The student is expected to:
- (A) select, organize, or produce visuals to complement and extend meanings; and
  - (B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.

