

# Correlations to: Texas Essential Knowledge and Skills

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Texas Proclamation 2019  
Handwriting: Grades K–5



**Handwriting Without Tears®**

by Learning Without Tears

**Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>Handwriting, Grade K</b>
<b>Publisher</b>	<b>Learning Without Tears</b>
<b>Program Title</b>	<b>Handwriting Without Tears - Kickstart Kindergarten (Transitional Kindergarten)</b>
<b>Program ISBN</b>	<b>978-1-939814-81-4</b>
<b>TEKS %</b>	<b>100.00</b>

**(a) Introduction.**

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	(i) develop handwriting by accurately forming all uppercase letters using appropriate directionality	Student/Teacher	Narrative	978-1-939814-43-2	p. 4	Whole page
			Student/Teacher	Activity	978-1-939814-43-2	pp. 20-21	Second row of letters on page
			Student/Teacher	Activity	978-1-939814-43-2	pp. 32-33	Second row of letters on page
			Student/Teacher	Activity	978-1-939814-43-2	p. 35	Whole page
			Student/Teacher	Activity	978-1-939814-43-2	p. 36	Whole page
			Teacher Only	Narrative	978-1-939814-50-0	p. 46	Lesson Plan - Whole page
			Teacher Only	Activity	978-1-939814-50-0	pp. 50-51	Lesson Plan - Guided Practice and Check Letter
			Teacher Only	Activity	978-1-939814-50-0	p. 55	Lesson Plan - Guided Practice and Check Letter
			Teacher Only	Narrative	978-1-939814-50-0	pp. 60-67	Lesson Plan - Whole page
			Teacher Only	Narrative	978-1-939814-50-0	p. 70	Lesson Plan - Whole page
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	(ii) develop handwriting by accurately forming all lowercase letters using appropriate directionality	Student/Teacher	Narrative	978-1-939814-43-2	p. 37	Whole page
			Student/Teacher	Activity	978-1-939814-43-2	p. 39	Whole page
			Student/Teacher	Activity	978-1-939814-43-2	p. 47	Whole page
			Student/Teacher	Activity	978-1-939814-43-2	p. 67	Whole page
			Student/Teacher	Activity	978-1-939814-43-2	p. 81	Whole page

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative	978-1-939814-50-0	p. 84	Lesson Plan - Whole page
			Teacher Only	Activity	978-1-939814-50-0	p. 87	Lesson Plan - Guided Practice and Check Letter
			Teacher Only	Narrative	978-1-939814-50-0	pp. 90-91	Lesson Plan - Whole page
			Teacher Only	Narrative	978-1-939814-50-0	pp. 98-99	Lesson Plan - Whole page
			Teacher Only	Narrative	978-1-939814-50-0	pp. 122-123	Lesson Plan - Whole page

**Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>Handwriting, Grade K</b>
<b>Publisher</b>	<b>Learning Without Tears</b>
<b>Program Title</b>	<b>Handwriting Without Tears - Letters and Numbers for Me</b>
<b>Program ISBN</b>	<b>978-1-939814-82-1</b>
<b>TEKS %</b>	<b>100.00</b>

**(a) Introduction.**

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	(i) develop handwriting by accurately forming all uppercase letters using appropriate directionality	Student/Teacher	Narrative	978-1-939814-44-9	p. 7	whole page
			Student/Teacher	Activity	978-1-939814-44-9	p. 26	whole page
			Student/Teacher	Activity	978-1-939814-44-9	p.13	top of page
			Student/Teacher	Narrative	978-1-939814-44-9	p. 19	whole page
			Student/Teacher	Narrative	978-1-939814-44-9	p. 26	whole page
			Teacher Only	Narrative	978-1-939814-51-7	p. 47	Lesson Plan - Whole page
			Teacher Only	Activity	978-1-939814-51-7	p. 49	Lesson Plan - Guided Practice and Check
			Teacher Only	Activity	978-1-939814-51-7	p. 51	Lesson Plan - Guided Practice and Check
			Teacher Only	Narrative	978-1-939814-51-7	p. 56	Lesson Plan - Whole page
			Teacher Only	Activity	978-1-939814-51-7	p. 120	Lesson Plan - Guided Practice and Check
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	(ii) develop handwriting by accurately forming all lowercase letters using appropriate directionality	Student/Teacher	Narrative	978-1-939814-44-9	p. 39	bottom of page
			Student/Teacher	Activity	978-1-939814-44-9	pp. 30-31	whole page
			Student/Teacher	Activity	978-1-939814-44-9	p. 57	whole page
			Student/Teacher	Activity	978-1-939814-44-9	p. 69	whole page
			Student/Teacher	Activity	978-1-939814-44-9	p. 82	whole page
			Teacher Only	Narrative	978-1-939814-51-7	p. 72	Lesson Plan - Whole page

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity	978-1-939814-51-7	pp. 76-77	Lesson Plan - Guided Practice
			Teacher Only	Activity	978-1-939814-51-7	p. 79	Lesson Plan - Guided Practice
			Teacher Only	Narrative	978-1-939814-51-7	p. 118	Lesson Plan - Whole page
			Teacher Only	Activity	978-1-939814-51-7	p. 123	Lesson Plan - Guided Practice

**Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>Handwriting, Grade 1</b>
<b>Publisher</b>	<b>Learning Without Tears</b>
<b>Program Title</b>	<b>Handwriting Without Tears - My Printing Book</b>
<b>Program ISBN</b>	<b>978-1-939814-83-8</b>
<b>TEKS %</b>	<b>100.00</b>

**(a) Introduction.**

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(i) develop handwriting by printing words legibly leaving appropriate spaces between words	Student/Teacher	Narrative	<a href="#">978-1-939814-45-6</a>	p. 41	Top of Student Page
			Student/Teacher	Activity	<a href="#">978-1-939814-45-6</a>	p. 46	Full Student Page
			Student/Teacher	Narrative	<a href="#">978-1-939814-45-6</a>	p. 36	Full Student Page
			Student/Teacher	Narrative	<a href="#">978-1-939814-45-6</a>	p. 63	Top of Student Page
			Student/Teacher	Activity	<a href="#">978-1-939814-45-6</a>	p. 76	Full Student Page
			Teacher Only	Narrative	<a href="#">978-1-939814-52-4</a>	p. 61	Lesson Plan - Direct Instruction
			Teacher Only	Activity	<a href="#">978-1-939814-52-4</a>	p. 90	Lesson Plan - Guided Practice
			Teacher Only	Narrative	<a href="#">978-1-939814-52-4</a>	p. 99	Lesson Plan - Direct Instruction
			Teacher Only	Narrative	<a href="#">978-1-939814-52-4</a>	p. 114	Lesson Plan - Direct Instruction
			Teacher Only	Narrative	<a href="#">978-1-939814-52-4</a>	p. 143	Lesson Plan - Direct Instruction
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(ii) develop handwriting by printing sentences legibly leaving appropriate spaces between words	Student/Teacher	Narrative	<a href="#">978-1-939814-45-6</a>	p. 53	Full Student Page

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	978-1-939814-45-6	p. 78	Bottom of Student Page
			Student/Teacher	Narrative	978-1-939814-45-6	p. 73	Full Student Page
			Student/Teacher	Narrative	978-1-939814-45-6	p. 79	Full Student Page
			Student/Teacher	Narrative	978-1-939814-45-6	p. 84	Full Student Page
			Teacher Only	Narrative	978-1-939814-52-4	p. 87	Lesson Plan - Whole page
			Teacher Only	Activity	978-1-939814-52-4	p. 119	Lesson Plan - Guided Practice and Check Poem
			Teacher Only	Narrative	978-1-939814-52-4	p. 109	Lesson Plan - Whole page
			Teacher Only	Narrative	978-1-939814-52-4	p. 119	Lesson Plan - Whole page
			Teacher Only	Narrative	978-1-939814-52-4	p. 125	Lesson Plan - Whole page
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(iii) develop handwriting by printing answers legibly leaving appropriate spaces between words	Student/Teacher	Narrative	978-1-939814-45-6	p.81	Full Student Page
			Student/Teacher	Activity	978-1-939814-45-6	p. 72	Bottom of Student Page
			Student/Teacher	Activity	978-1-939814-45-6	p. 74	Bottom of Student Page
			Student/Teacher	Narrative	978-1-939814-45-6	p. 86	Full Student Page
			Student/Teacher	Narrative	978-1-939814-45-6	p. 94	Full Student Page
			Teacher Only	Narrative	978-1-939814-52-4	p. 124	Lesson Plan - Whole page
			Teacher Only	Activity	978-1-939814-52-4	p. 128	Lesson Plan - Guided Practice and Check Sentence
			Teacher Only	Activity	978-1-939814-52-4	p. 129	Lesson Plan - Guided Practice and Check Sentence
			Teacher Only	Activity	978-1-939814-52-4	p. 131	Lesson Plan - Guided Practice and Check Sentence
			Teacher Only	Narrative	978-1-939814-52-4	p. 133	Lesson Plan - Whole page

**Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
<b>Subchapter</b>	Subchapter A. Elementary
<b>Course</b>	Handwriting, Grade 2
<b>Publisher</b>	Learning Without Tears
<b>Program Title</b>	Handwriting Without Tears - Cursive Kickoff
<b>Program ISBN</b>	978-1-939814-84-5
<b>TEKS %</b>	100.00

**(a) Introduction.**

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	(i) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	Student/Teacher	Narrative	978-1-939814-68-5	p. 33	Whole page
			Student/Teacher	Activity	978-1-939814-68-5	p. 46	Whole page
			Student/Teacher	Activity	978-1-939814-68-5	pp. 65, 69, 73	Whole page
			Student/Teacher	Activity	978-1-939814-68-5	p. 90	Whole page
			Student/Teacher	Activity	978-1-939814-68-5	p. 95	Whole page
			Teacher Only	Narrative	978-1-939814-69-2	p. 85	Lesson Plan - Whole page
			Teacher Only	Activity	978-1-939814-69-2	pp. 90-91	Lesson Plan - Guided Practice and Check
			Teacher Only	Narrative	978-1-939814-69-2	p. 133	Lesson Plan - Whole page
			Teacher Only	Narrative	978-1-939814-69-2	p. 160	Lesson Plan - Whole page
Teacher Only	Activity	978-1-939814-69-2	p. 163	Lesson Plan - Guided Practice and Check			



**Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
<b>Subchapter</b>	Subchapter A. Elementary
<b>Course</b>	Handwriting, Grade 3
<b>Publisher</b>	Learning Without Tears
<b>Program Title</b>	Handwriting Without Tears - Cursive Handwriting
<b>Program ISBN</b>	978-1-939814-85-2
<b>TEKS %</b>	100.00

**(a) Introduction.**

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words	(i) write complete words legibly in cursive	Student/Teacher	Narrative	978-1-939814-48-7	p. 53	Whole page
			Student/Teacher	Activity	978-1-939814-48-7	p. 91	top of page
			Student/Teacher	Activity	978-1-939814-48-7	p. 29	top of page
			Student/Teacher	Activity	978-1-939814-48-7	p. 57	Whole page
			Student/Teacher	Activity	978-1-939814-48-7	p. 85	top of page
			Teacher Only	Narrative	978-1-939814-54-8	p. 50	Lesson Plan - Guided Practice and Check
			Teacher Only	Activity	978-1-939814-54-8	pp. 61, 71, 79, 93, 105	Print to Cursive and Spelling to Cursive
			Teacher Only	Narrative	978-1-939814-54-8	p. 74	Lesson Plan - Whole page
			Teacher Only	Narrative	978-1-939814-54-8	p. 118	Lesson Plan - Whole page
Teacher Only	Narrative	978-1-939814-54-8	p. 122	Lesson Plan - Whole page			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words	(ii) write complete thoughts legibly in cursive leaving appropriate spaces between words	Student/Teacher	Narrative	978-1-939814-48-7	p. 89	Whole page	
			Student/Teacher	Activity	978-1-939814-48-7	p. 81	Bottom of page	
			Student/Teacher	Activity	978-1-939814-48-7	p. 86	Whole page	
			Student/Teacher	Activity	978-1-939814-48-7	p. 87	Whole page	
			Student/Teacher	Activity	978-1-939814-48-7	p. 88	Bottom of page	
			Teacher Only	Narrative				
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words	(iii) write complete answers legibly in cursive leaving appropriate spaces between words	Student/Teacher	Narrative	978-1-939814-48-7	p. 79	Whole page	
			Student/Teacher	Activity	978-1-939814-48-7	p.84	Whole page	
			Student/Teacher	Activity	978-1-939814-48-7	p.85	Bottom of page	
			Student/Teacher	Activity	978-1-939814-48-7	p. 92	Bottom of page	
			Student/Teacher	Activity	978-1-939814-48-7	p. 94	Most of page	
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only					
			Teacher Only					
			Teacher Only					

**Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>Handwriting, Grade 4</b>
<b>Publisher</b>	<b>Learning Without Tears</b>
<b>Program Title</b>	<b>Handwriting Without Tears - Cursive Success</b>
<b>Program ISBN</b>	<b>978-1-939814-86-9</b>
<b>TEKS %</b>	<b>100.00</b>

**(a) Introduction.**

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) write legibly in cursive to complete assignments	(i) write legibly in cursive to complete assignments	Student/Teacher	Narrative	978-1-939814-49-4	pp. 16-17	Top of pages
			Student/Teacher	Activity	978-1-939814-49-4	pp. 19, 25, 31	Whole page - Print to Cursive and Spelling to Cursive
			Student/Teacher	Activity	978-1-939814-49-4	p. 87	Whole page
			Student/Teacher	Activity	978-1-939814-49-4	p. 89	Whole page
			Student/Teacher	Activity	978-1-939814-49-4	pp. 90-91	Whole page
			Teacher Only	Narrative	978-1-939814-55-5	p. 104	Lesson Plan - Whole page
			Teacher Only	Activity	978-1-939814-55-5	pp. 75, 86	Whole page - Print to Cursive and Spelling to Cursive
			Teacher Only	Narrative	978-1-939814-55-5	p. 105	Lesson Plan - Guided Practice and Check
			Teacher Only	Narrative	978-1-939814-55-5	pp. 106-107	Lesson Plan - Whole page
Teacher Only	Narrative	978-1-939814-55-5	pp. 110-111	Lesson Plan - Whole page			

**Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
<b>Subchapter</b>	Subchapter A. Elementary
<b>Course</b>	Handwriting, Grade 5
<b>Publisher</b>	Learning Without Tears
<b>Program Title</b>	Handwriting Without Tears - Can Do Cursive
<b>Program ISBN</b>	978-1-939814-87-6
<b>TEKS %</b>	100.00

**(a) Introduction.**

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

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(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

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(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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			Student/Teacher	Activity	978-1-939814-70-8	pp. 28-29	Whole page
			Student/Teacher	Activity	978-1-939814-70-8	p. 37	Whole page
			Student/Teacher	Activity	978-1-939814-70-8	p. 78	Whole page
			Student/Teacher	Activity	978-1-939814-70-8	p. 85	Whole page
			Teacher Only	Narrative	978-1-948729-15-4	pp. 6-7, 25-31	Whole page
			Teacher Only	Activity	978-1-948729-15-4	p. 12	Assessments
			Teacher Only	Narrative	978-1-948729-15-4	pp. 10-11	Whole page
			Teacher Only	Narrative	978-1-948729-15-4	pp. 13, 56-59, 60-62, 63-65	Whole page
			Teacher Only	Narrative	978-1-948729-15-4	pp. 4-5	Whole page



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