

Self-Determination Vertical Alignment: ELAR K-5

Developing and Sustaining Foundational Language Skills: Oral Language

The student develops oral language through listening, speaking, and discussion. The student is expected to:

Self-Determination K-12 TEKS Vertical Alignment

This document captures existing TEKS that closely align with teaching self-determination and decision-making skills to students with disabilities in Texas as required by [TAC §89.1055\(h\)\(10\)\(A\)](#). Definitions from the research of Dr. Michael Wehmeyer and from The National Gateway to Self-Determination Project are the measures against which all TEKS were compared in order to determine their relevance. Only TEKS that met this standard were included, while all others were omitted.

Dr. Michael Wehmeyer defines self-determination as “acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference.”¹

The National Gateway to Self-Determination Project says that self-determined people make things happen in their own lives to improve the quality of their lives. They know what they want and how to get it, and they set goals and then work to reach them. They advocate on their own behalf and are involved in solving problems and making decisions about their lives.²

Kindergarten 110.2	1st Grade 110.3	2nd Grade 110.4	3rd Grade 110.5	4th Grade 110.6	5th Grade 110.7
1	1	1	1	1	1
	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses		(A) listen actively, ask relevant questions to clarify information, and make pertinent comments		(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments
(B) restate and follow oral directions that involve a short, related sequence of actions	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions		(B) follow, restate, and give oral instructions that involve a series of related sequences of action		(B) follow, restate, and give oral instructions that include multiple action steps
(C) share information and ideas by speaking audibly and clearly using the conventions of language	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols	(D) work collaboratively with others to develop a plan of shared responsibilities	
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	(E) develop social communication such as distinguishing between asking and telling	(E) develop social communication such as conversing politely in all situations		

Developing and Sustaining Foundational Language Skills: Self-Sustained Reading

Listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:

Kindergarten 110.2	1st Grade 110.3	2nd Grade 110.4	3rd Grade 110.5	4th Grade 110.6	5th Grade 110.7
4	5	5	5	5	5
(A) self-select text and interact independently with text for increasing periods of time		(A) self-select text and read independently for a sustained period of time			

Comprehension Skills

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

Kindergarten 110.2	1st Grade 110.3	2nd Grade 110.4	3rd Grade 110.5	4th Grade 110.6	5th Grade 110.7
5	6	6	6	6	6
(A) establish purpose for reading assigned and self-selected texts with adult assistance	(A) establish purpose for reading assigned and self-selected texts				
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(B) generate questions about text before, during, and after reading to deepen understanding and gain information				
(D) create mental images to deepen understanding with adult assistance	(D) create mental images to deepen understanding				
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(E) make connections to personal experiences, ideas in other texts, and society				
(F) make inferences and use evidence to support understanding with adult assistance	(F) make inferences and use evidence to support understanding				
(G) evaluate details to determine what is most important with adult assistance	(G) evaluate details read to determine key ideas				
(H) synthesize information to create new understanding with adult assistance	(H) synthesize information to create new understanding				
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down			

Response Skills

Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Kindergarten 110.2	1st Grade 110.3	2nd Grade 110.4	3rd Grade 110.5	4th Grade 110.6	5th Grade 110.7
6	7	7	7	7	7
(A) describe personal connections to a variety of sources			(A) describe personal connections to a variety of sources, including self-selected texts		
(B) provide an oral, pictorial, or written response to a text	(B) write brief comments on literary or informational texts	(B) write brief comments on literary or informational texts that demonstrate an understanding of the text	(B) write a response to a literary or informational text that demonstrates an understanding of a text	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	

Multiple Genres: Genres

Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Kindergarten 110.2	1st Grade 110.3	2nd Grade 110.4	3rd Grade 110.5	4th Grade 110.6	5th Grade 110.7
7	8	8	8	8	8
(D) recognize characteristics and structures of informational text, including: (ii) titles and simple graphics to gain information	(D) recognize characteristics and structures of informational text, including: (ii) features and simple graphics to locate or gain information	(D) recognize characteristics and structures of informational text, including: (ii) features and graphics to locate and gain information	(D) recognize characteristics and structures of informational text, including: (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	(D) recognize characteristics and structures of informational text, including: (ii) features such as pronunciation guides and diagrams to support understanding	(D) recognize characteristics and structures of informational text, including: (ii) features such as insets, timelines, and sidebars to support understanding
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	(E) recognize characteristics of persuasive text, including: (i) stating what the author is trying to persuade the reader to think or do (ii) distinguishing facts from opinion	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim (ii) distinguishing facts from opinion	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim (ii) explaining how the author has used facts for an argument	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim (ii) explaining how the author has used facts for an argument	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim (ii) explaining how the author has used facts for or against an argument

Composition: Genres

Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

Kindergarten 110.2	1st Grade 110.3	2nd Grade 110.4	3rd Grade 110.5	4th Grade 110.6	5th Grade 110.7
	11	11	11	11	11
	(C) dictate or compose correspondence such as thank you notes or letters	(C) compose correspondence such as thank you notes or letters			
			(D) compose correspondence such as thank you notes or letters	(D) compose correspondence that requests information	

Inquiry & Research

Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

Kindergarten 110.2	1st Grade 110.3	2nd Grade 110.4	3rd Grade 110.5	4th Grade 110.6	5th Grade 110.7
12	13	13	13	13	13
(A) generate questions for formal and informal inquiry with adult assistance			(A) generate questions on a topic for formal and informal inquiry	(A) generate and clarify questions on a topic for formal and informal inquiry	
(C) gather information from a variety of sources with adult assistance	(C) identify and gather relevant sources and information to answer the questions with adult assistance	(C) identify and gather relevant sources and information to answer the questions	(C) identify and gather relevant information from a variety of sources		
(D) demonstrate understanding of information gathered with adult assistance					
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		(E) demonstrate understanding of information gathered			
		(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			
		(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			