



Levi&Toonk books address the following Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading [most appropriate for the elementary grades]

**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:**

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(iv) identifying and reading at least 25 high-frequency words from a research-based list;	(vi) identifying and reading at least 100 high-frequency words from a research-based list;	(vii) identifying and reading high-frequency words from a research-based list;	(vii) identifying and reading high-frequency words from a research-based list;	(vi) identifying and reading high-frequency words from a research-based list;	(v) identifying and reading high-frequency words from a research-based list;							

**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:**

Kindergarten 110.2 (3)	Grade 1 110.3 (3)	Grade 2 110.4 (3)	Grade 3 110.5 (3)	Grade 4 110.6 (3)	Grade 5 110.7 (3)	Grade 6 110.22 (2)	Grade 7 110.23 (2)	Grade 8 110.24 (2)	English I 110.36 (2)	English II 110.37 (2)	English III 110.38 (2)	English IV 110.39 (2)
(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use print or digital resources to determine meaning and pronunciation of unknown words;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	(A) use print or digital resources to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;

(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context such as definition, analogy, and examples to clarify the meaning of words; and	(B) use context such as contrast or cause and effect to clarify the meaning of words; and	(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and	(B) analyze context to distinguish between the denotative and connotative meanings of words; and	(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words; and	(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and	(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and
	(C) identify the meaning of words with the affixes -s, -ed, and -ing; and	(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not), pre-, -ness, -y, and -ful; and	(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.	(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and coup d'état.	(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and modus operandi.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor.
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	(D) identify, use, and explain the meaning of homophones such as reign/rain.	(D) identify, use, and explain the meaning of adages and puns.							

**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2 (4)	110.3 (5)	110.4 (5)	110.5 (5)	110.6 (5)	110.7 (5)	110.22 (4)	110.23 (4)	110.24 (4)	110.36 (3)	110.37 (3)	110.38 (3)	110.39 (3)
(A) self-select text and interact independently with text for increasing periods of time.	(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.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.



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	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(6)	(7)	(7)	(7)	(7)	(7)	(6)	(6)	(6)	(5)	(5)	(5)	(5)
(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(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;	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;	(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;	(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;
(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence and original commentary to support a comprehensive response;	(C) use text evidence and original commentary to support an interpretive response;	(C) use text evidence and original commentary to support an analytic response;	(C) use text evidence and original commentary to support an evaluative response;
(D) retell texts in ways that maintain meaning;	(D) retell texts in ways that maintain meaning;	(D) retell and paraphrase texts in ways that maintain meaning and logical order;	(D) retell and paraphrase texts in ways that maintain meaning and logical order;	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;
(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate;	(F) respond using newly acquired vocabulary as appropriate;	(F) respond using newly acquired vocabulary as appropriate;	(F) respond using acquired content and academic vocabulary as appropriate;	(F) respond using acquired content and academic vocabulary as appropriate;	(F) respond using acquired content and academic vocabulary as appropriate;	(F) respond using acquired content and academic vocabulary as appropriate;
			(G) discuss specific ideas in the text that are important to the meaning.	(G) discuss specific ideas in the text that are important to the meaning.	(G) discuss specific ideas in the text that are important to the meaning.	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>												
Kindergarten 110.2 (7)	Grade 1 110.3 (8)	Grade 2 110.4 (8)	Grade 3 110.5 (8)	Grade 4 110.6 (8)	Grade 5 110.7 (8)	Grade 6 110.22 (7)	Grade 7 110.23 (7)	Grade 8 110.24 (7)	English I 110.36 (6)	English II 110.37 (6)	English III 110.38 (6)	English IV 110.39 (6)
(A) discuss topics and determine the basic theme using text evidence with adult assistance;	(A) discuss topics and determine theme using text evidence with adult assistance;	(A) discuss topics and determine theme using text evidence with adult assistance;	(A) infer the theme of a work, distinguishing theme from topic;	(A) infer basic themes supported by text evidence;	(A) infer multiple themes within a text using text evidence;	(A) infer multiple themes within and across texts using text evidence;	(A) infer multiple themes within and across texts using text evidence;	(A) analyze how themes are developed through the interaction of characters and events;	(A) analyze how themes are developed through characterization and plot in a variety of literary texts;	(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;	(A) analyze thematic relationships among development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;
(B) identify and describe the main character(s);	(B) describe the main character(s) and the reason(s) for their actions;	(B) describe the main character's (characters') internal and external traits;	(B) explain the relationships among the major and minor characters;	(B) explain the interactions of the characters and the changes they undergo;	(B) analyze the relationships of and conflicts among the characters;	(B) analyze how the characters' internal and external responses develop the plot;	(B) analyze how characters' qualities influence events and resolution of the conflict;	(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;	(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;	(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;
(ii) titles and simple graphics to gain information; and	(ii) features and simple graphics to locate or gain information; and	(ii) features and graphics to locate and gain information; and	(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	(ii) features such as pronunciation guides and diagrams to support understanding; and	(ii) features such as insets, timelines, and sidebars to support understanding; and	(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	(ii) features such as references or acknowledgements; and	(ii) features such as footnotes, endnotes, and citations; and				
(iii) the steps in a sequence with adult assistance;	(iii) organizational patterns such as chronological order and description with adult assistance;	(iii) organizational patterns such as chronological order and cause and effect stated explicitly;	(iii) organizational patterns such as cause and effect and problem and solution;	(iii) organizational patterns such as compare and contrast;	(iii) organizational patterns such as logical order and order of importance;	(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	(iii) organizational patterns that support multiple topics, categories, and subcategories;	(ii) multiple organizational patterns within a text to develop the thesis;	(ii) multiple organizational patterns within a text to develop the thesis;	(ii) the relationship between organizational design and thesis;	(ii) the relationship between organizational design and author's purpose;	(ii) the relationship between organizational design and author's purpose;

**Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:**

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(9)	(10)	(10)	(10)	(10)	(10)	(9)	(9)	(9)	(8)	(8)	(8)	(8)
(A) discuss with adult assistance the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) analyze the author's purpose, audience, and message within a text;	(A) analyze the author's purpose, audience, and message within a text;	(A) analyze the author's purpose, audience, and message within a text;	(A) evaluate the author's purpose, audience, and message within a text;
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze use of text structure to achieve the author's purpose;	(B) analyze use of text structure to achieve the author's purpose;	(B) evaluate use of text structure to achieve the author's purpose;	(B) evaluate use of text structure to achieve the author's purpose;
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss the author's use of print and graphic features to achieve specific purposes;	(C) explain the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	(D) discuss how the author uses words that help the reader visualize; and	(D) discuss the use of descriptive, literal, and figurative language;	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	(D) analyze how the author's use of language achieves specific purposes;	(D) analyze how the author's use of language informs and shapes the perception of readers;	(D) evaluate how the author's use of language informs and shapes the perception of readers;	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers;
(E) listen to and experience first- and third-person texts.	(E) listen to and experience first- and third-person texts.	(E) identify the use of first or third person in a text; and	(E) identify the use of literary devices, including first- or third-person point of view;	(E) identify and understand the use of literary devices, including first- or third-person point of view;	(E) identify and understand the use of literary devices, including first- or third-person point of view;	(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	(E) identify the use of literary devices, including subjective and objective point of view;	(E) identify and analyze the use of literary devices, including multiple points of view and irony;	(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;	(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
			(F) discuss how the author's use of language contributes to voice; and	(F) discuss how the author's use of language contributes to voice; and	(F) examine how the author's use of language contributes to voice; and	(F) analyze how the author's use of language contributes to mood and voice; and	(F) analyze how the author's use of language contributes to mood, voice, and tone; and	(F) analyze how the author's use of language contributes to the mood, voice, and tone; and	(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
		(F) identify and explain the use of repetition.	(G) identify and explain the use of hyperbole.	(G) identify and explain the use of anecdote.	(G) explain the purpose of hyperbole, stereotyping, and anecdote.	(G) explain the differences between rhetorical devices and logical fallacies.	(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	(G) explain the purpose of rhetorical devices such as juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.