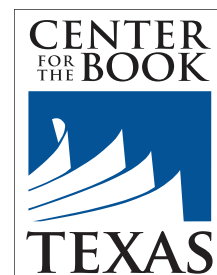


Texas Essential Knowledge and Skills for English Language Arts and Reading

and

Letters About Literature



TEKS and Letters About Literature

Source: All material in this document references the official TEKS standards from the TEA. Please see this URL for extensive details: <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

Mission: The purpose of this document is to provide educators with the ways the Letters About Literature Texas program aligns with TEKS and to support curriculum development.

Chapter 110. English Language Arts and Reading

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Elementary School Section

§110.6. English Language Arts and Reading, Grade 4

(b) Knowledge and skills

(5) 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 self-select text and read independently for a sustained period of time.

(6) 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:

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(G) evaluate details read to determine key ideas;

(H) synthesize information to create new understanding; and

(7) 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:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

(C) use text evidence to support an appropriate response;

(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating;

(F) respond using newly acquired vocabulary as appropriate; and

(G) discuss specific ideas in the text that are important to the meaning.

(8) 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:

(A) infer basic themes supported by text evidence;

(B) explain the interactions of the characters and the changes they undergo

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;

(B) develop drafts into a focused, structured, and coherent piece of writing by:

- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - (ii) developing an engaging idea with relevant details;
- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- (D) edit drafts using standard English conventions
- (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ;
- (E) publish written work for appropriate audiences.

§110.7. English Language Arts and Reading, Grade 5

(b) Knowledge and skills

(5) 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 self-select text and read independently for a sustained period of time.

(6) 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:

- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;

(7) 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:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
- (C) use text evidence to support an appropriate response;
- (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate; and
- (G) discuss specific ideas in the text that are important to the meaning.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a

range of strategies such as brainstorming, freewriting, and mapping;

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts and details;

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D) edit drafts using standard English conventions, including:

(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ;

(ix) capitalization of abbreviations, initials, acronyms, and organizations;

(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(E) publish written work for appropriate audiences.

(12) Composition: 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:

(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

Middle School Section

§110.22. English Language Arts and Reading, Grade 6

(b) Knowledge and skills

(4) 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 self-select text and read independently for a sustained period of time.

(5) 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:

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(G) evaluate details read to determine key ideas;

(H) synthesize information to create new understanding

(6) 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:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
- (C) use text evidence to support an appropriate response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;
- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
- (D) edit drafts using standard English conventions, including:
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;
 - (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements
 - (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
- (E) publish written work for appropriate audiences.

(11) Composition: 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:

- (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

§110.23. English Language Arts and Reading, Grade 7

(b) Knowledge and skills

(4) 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 self-select text and read independently for a sustained period of time.

(5) 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:

- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;

(6) 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:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
- (C) use text evidence to support an appropriate response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
- (D) edit drafts using standard English conventions, including:
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (vii) correct capitalization;
 - (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and
 - (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
- (E) publish written work for appropriate audiences.

(11) Composition: 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:

(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

§110.24. English Language Arts and Reading, Grade 8

(b) Knowledge and skills

(4) 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 self-select text and read independently for a sustained period of time.

(5) 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:

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(6) 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:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;

(C) use text evidence to support an appropriate response;

(D) paraphrase and summarize texts in ways that maintain meaning and logical order;

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

(D) edit drafts using standard English conventions, including:

- (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
- (v) correct capitalization;
- (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and
- (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

(E) publish written work for appropriate audiences.

(11) Composition: 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:

(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

High School Section

Subchapter C. High School

(c) Knowledge and skills

(4) 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:

(E) make connections to personal experiences, ideas in other texts, and society;

(5) 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:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;

(C) use text evidence and original commentary to support a comprehensive response;

(D) paraphrase and summarize texts in ways that maintain meaning and logical order;

(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

- (i) using an organizing structure appropriate to purpose, audience, topic, and context; and
 - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
- (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- (D) edit drafts using standard English conventions, including:
- (iv) correct capitalization;
 - (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and
 - (vi) correct spelling; and
- (E) publish written work for appropriate audiences.

(10) Composition: 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:

- (D) compose correspondence in a professional or friendly structure.

§110.47. Reading I, II, III (One-Half to Three Credits).

- (1) Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding.
- (b) Knowledge and skills.
- (8) The student formulates and supports responses to a wide variety of texts. The student is expected to:
- (A) respond actively to texts in both aesthetic and critical ways;
 - (B) respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation;
 - (C) support responses with prior knowledge and experience; and
 - (D) support responses with explicit textual information.



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