

## Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

### Subchapter B. Middle School

#### §110.18. English Language Arts and Reading, Grade 6.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. In sixth grade, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis
  - (2) For sixth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in sixth grade as described in subsection (B) of this section.
  - (4) To meet Texas Education Code, §28.002(H), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills
- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. The student is expected to read grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
  - (2) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
    - (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
    - (B) ask literal, interpretive, evaluative, and universal questions of text;
    - (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);
    - (D) make inferences about text and use textual evidence to support understanding;
    - (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and

- (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.
- (3) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) understand and use grade-level vocabulary, including academic words derived from Latin, Greek, or other linguistic roots and affixes;
  - (B) use context (e.g., author's use of compare and contrast, cause and effect) to determine the meaning of unfamiliar or ambiguous words;
  - (C) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera);
  - (D) determine the figurative meanings of phrases in prose and poetry;
  - (E) analyze word relationships to infer meaning (e.g., gradients of meaning); and
  - (F) determine the meanings, correct spellings, syllabication, pronunciations, alternate word choices, and parts of speech of words using dictionaries, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars).
- (4) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) connect information about the setting to events and characters;
  - (B) analyze the perspectives and conflicts of protagonists and antagonists;
  - (C) identify the connections among the elements of linear plot (e.g., exposition, rising action, climax, falling action, denouement);
  - (D) explain the implied theme of a work, distinguishing theme from topic;
  - (E) explain the effects of differences in narrative points of view, (e.g., first-person, third-person);
  - (F) explain how authors create meaning through imagery and figurative language, (e.g., personification, puns);
  - (G) analyze the function of stylistic elements (e.g., rule of three) in traditional, classical, and contemporary literature of various cultures;
  - (H) explain how the historical and cultural contexts in which a literary work was written influence an author's development of characters;
  - (I) explain the effects of poetic devices (e.g., simile, metaphor, personification, hyperbole);
  - (J) understand how meaning is affected by poetic form (e.g., concrete poetry, haiku); and
  - (K) analyze the similarities and differences between key scenes in an original text and its dramatic adaptation.
- (5) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to

apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:

- (A) compare and contrast the purposes of different authors' writing on the same topic;
  - (B) summarize the main ideas and supporting details in informational text;
  - (C) explain whether details presented in text are fact or opinion;
  - (D) explain how the organizational pattern of a text impacts meaning;
  - (E) use multiple text features (e.g., chapter titles, headings, sub-headings, guidewords, topic and concluding sentences) to clarify meaning; and
  - (F) compare the characteristics of memoir to biography or autobiography.
- (6) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) compare and contrast the viewpoints of two different authors writing persuasively about the same topic;
  - (B) identify rhetorical appeals (e.g., emotional, logical); and
  - (C) describe the structure of an argument, noting the stated claim and supporting evidence.
- (7) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) follow multi-task written instructions to complete a task, solve a problem, or perform procedures; and
  - (B) explain the function of the graphic components of a text.
- (8) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) explain messages conveyed in various forms of media;
  - (B) recognize how various techniques influence viewers' emotions;
  - (C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and
  - (D) analyze various digital media venues for levels of formality and informality.
- (9) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate ideas and plan a first draft by selecting a genre appropriate for the intended meaning and audience;
  - (B) as appropriate, verify the accuracy and relevance of supporting ideas, specific facts, details, and examples; and cite all borrowed material;

- (C) organize ideas into meaningful units (e.g., sequence of events, cause and effect) and develop focused, coherent drafts that accomplish the author’s purpose;
  - (D) revise drafts by conferring with teacher and/or peers to clarify meaning, enhance style (e.g., vivid imagery, word choice, varied sentence structure), and improve coherence (e.g., rearranging text, adding transitions) in order to achieve the author’s purpose for a specific audience;
  - (E) edit drafts for grammar, mechanics, and spelling using a rubric, peer review, or checklist; and
  - (F) publish written work for appropriate audiences.
- (10) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write a story that includes:
    - (i) a clearly defined focus, a well-developed plot, and appropriate point of view;
    - (ii) a well-developed setting created through the use of sensory details; and
    - (iii) dialogue that develops characters.
  - (B) write a poem using:
    - (i) poetic devices (e.g., simile, metaphor, personification);
    - (ii) poetic structures (e.g., end rhyme, internal rhyme); and
    - (iii) poetic forms (e.g., free verse, haiku).
- (11) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write a well-developed, multi-paragraph informational text organized to achieve an intended purpose that includes:
    - (i) a central idea; and
    - (ii) supporting specific facts, details, and examples in an appropriately organized structure;
  - (B) write a personal narrative that conveys thoughts and feelings and communicates the importance of an incident and reasons for specific actions and/or consequences; and
  - (C) write responses and provide textual evidence to demonstrate understanding of texts (e.g., author’s use of sensory detail).
- (12) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to write a formal and informal letter for varied purposes (e.g., to convey ideas, request assistance).
- (13) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write a persuasive text for the appropriate audience; establish a consistent position; and include sound reasoning, detailed and relevant evidence; and differentiate between fact and opinion; and

- (B) produce a multimedia presentation involving text and graphics using available technology.
- (14) Writing/Conventions of Language. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
    - (i) verbs (irregular verbs and active and passive voice);
    - (ii) non-count nouns (e.g., rice, paper);
    - (iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);
    - (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);
    - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
    - (vi) indefinite pronouns (e.g., all, both, nothing, anything);
    - (vii) subordinating conjunctions (e.g., while, because, although, if); and
    - (viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);
  - (B) differentiate between the active and passive voice and know how to use them both; and
  - (C) use complete simple and compound sentences with correct subject-verb agreement.
- (15) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) use capitalization for:
    - (i) abbreviations;
    - (ii) initials and acronyms; and
    - (iii) organizations;
  - (B) use proper mechanics including italics and underlining for titles of books; and
  - (C) recognize and use punctuation marks, including:
    - (i) commas in compound and complex sentences;
    - (ii) proper punctuation and spacing for quotations; and
    - (iii) parentheses and ellipses (to indicate omissions and interruptions or incomplete statements).
- (16) Writing/Conventions of Language/Spelling. Students spell correctly in the context of writing. The student is expected to:
- (A) differentiate between commonly confused terms (e.g., its, it's; affect, effect); and
  - (B) know how to use the spell-check function in word processing while understanding its limitations.

- (17) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to formulate research ideas, consult with others, decide upon a topic, develop open-ended questions, and generate a research plan for gathering information (e.g., reference texts periodicals, web pages, online sources).
- (18) Research/Gathering Sources. Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) take notes, including graphics, to examine the relationships between ideas; and
  - (B) paraphrase, summarize, quote and accurately cite all research to avoid plagiarism.
- (19) Research/Synthesizing, Organizing and Presenting Ideas. Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) synthesize research into a written, oral, or media presentation that:
    - (i) collects and organizes information to support main ideas, summarizes findings, and draws conclusions;
    - (ii) records bibliographical information in a format appropriate to audience; and
  - (B) use a variety of evaluative tools (e.g., rubrics, peer reviews, teacher evaluations) to examine the quality of the research.
- (20) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;
  - (B) follow and give oral instructions that include multiple action steps; and
  - (C) paraphrase the major ideas and supporting evidence in formal and informal presentations.
- (21) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. The student is expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
- (22) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

**§110.19. English Language Arts and Reading, Grade 7.**

- (a) Introduction.
  - (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where

students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. In seventh grade, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

- (2) For seventh grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in seventh-grade as described in subsection (B) of this section.
- (4) To meet Texas Education Code, §28.002(H), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. The student is expected to read grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (2) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
  - (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
  - (B) ask literal, interpretive, evaluative, and universal questions of text;
  - (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);
  - (D) make complex inferences about text and use textual evidence to support understanding;
  - (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and
  - (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.
- (3) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:

- (A) understand and use grade-level vocabulary, including academic words derived from Latin, Greek, or other linguistic roots and affixes;
  - (B) use context and syntax to determine meanings of unfamiliar or ambiguous words, (e.g., denotative and connotative);
  - (C) identify and explain the meaning and historical significance of common idioms, adages, and other sayings;
  - (D) determine the figurative meaning of phrases in prose and poetry;
  - (E) analyze word relationships to infer meaning (e.g., gradients of meaning, connotative language); and
  - (F) determine the meanings, correct spellings, syllabication, pronunciations, alternate word choices, and parts of speech of words, using dictionaries, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars).
- (4) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) explain the influence of the setting on characters, plot and mood;
  - (B) contrast the role of flat and round characters and authors' methods of characterization;
  - (C) identify the characteristics of nonlinear plot development (e.g., flashback, foreshadowing, parallel plot structure);
  - (D) describe multiple themes in a single text;
  - (E) explain the effects of differences in narrative points of view, (e.g., first-person, third-person omniscient, third-person limited narrative);
  - (F) explain how imagery and figurative language creates visual images, appeals to the senses, and suggests mood;
  - (G) describe conventions in myths and epic tales (e.g., the quest, the hero's tasks,) in traditional, classical, and contemporary literature;
  - (H) explain how the historical and cultural contexts in which a literary work was written influence an author's development of conflict;
  - (I) analyze the importance of style (e.g., conventions, subject, literary techniques, terms) on the meaning of a poem;
  - (J) understand how meaning is affected by poetic form (e.g., free verse, narrative); and
  - (K) analyze the similarities and differences between key scenes in an original text and its dramatic adaptation.
- (5) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) compare how authors writing on the same topic achieve similar or different purposes;

- (B) identify the types of details (e.g. facts, statistics, examples) an author uses to support the main idea in informational text;
  - (C) distinguish facts from commonplace assertions and opinions;
  - (D) explain how the organizational pattern of a text impacts meaning;
  - (E) use multiple text features (e.g., footnotes, endnotes, bibliographies, sidebars, captions) to clarify meaning; and
  - (F) examine the facts, details, and events of history present in biographies, autobiographies, and memoirs.
- (6) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) compare and contrast the evidence presented and conclusions reached in two or more arguments on the same topic;
  - (B) identify logical fallacies (e.g., ad hominem, bandwagon, false authority); and
  - (C) describe the structure of an argument, noting the stated claim and supporting evidence.
- (7) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) follow multi-task written instructions to complete a task, solve a problem, or perform procedures; and
  - (B) compare graphic elements of multiple procedural texts.
- (8) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) interpret both explicit and implicit messages in various forms of media;
  - (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;
  - (C) evaluate various ways media influences and informs audiences; and
  - (D) assess the correct level of formality and tone for successful participation in various digital media.
- (9) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate ideas and plan a first draft by selecting a genre appropriate for the intended meaning and audience;
  - (B) as appropriate, verify the accuracy and relevance of supporting ideas, specific facts, details, and examples; and cite all borrowed material;
  - (C) organize ideas into meaningful units (e.g., compare and contrast, problem and solution) and develop focused, coherent drafts that accomplish the author's purpose;

- (D) revise drafts by conferring with teacher and/or peers to clarify meaning, add depth, enhance style (e.g., vivid imagery, precise word choice, varied sentence structure), and improve coherence (e.g., rearranging text, adding effective transitions, maintaining a consistent point of view) in order to achieve the author's purpose for a specific audience;
  - (E) edit drafts for grammar, mechanics, and spelling using a variety of tools (e.g., rubric, peer review, checklist, handbook); and
  - (F) publish written work for appropriate audiences.
- (10) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write a story that includes:
    - (i) a well-developed plot;
    - (ii) a well-developed setting created through the use of sensory details;
    - (iii) interesting characters; and
    - (iv) a range of literary strategies (e.g., dialogue, suspense) and devices to enhance style and tone;
  - (B) write a poem using:
    - (i) poetic devices (e.g., assonance, consonance);
    - (ii) poetic structures (e.g., half rhyme, capitalization of lines) ; and
    - (iii) poetic forms (e.g., free verse, ode).
- (11) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write a well-developed, multi-paragraph essay organized to achieve an intended purpose that includes:
    - (i) a clearly stated purpose or controlling idea; and
    - (ii) supporting information with no extraneous details or inconsistencies;
  - (B) write a personal narrative that conveys thoughts and feelings and communicates the importance of the incident and reasons for specific actions and/or consequences; and
  - (C) write multi-paragraph responses to texts and provide textual evidence.
- (12) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to write a friendly or business letter for varied purposes (e.g., express an opinion, register a complaint, request information).
- (13) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write a persuasive text to the appropriate audience that establishes a clear thesis or position and includes relevant evidence; and
  - (B) produce a multimedia presentation involving text and graphics using available technology.

- (14) Writing/Conventions of Language. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
    - (i) verbs (perfect and progressive tenses) and participles;
    - (ii) appositive phrases;
    - (iii) adverbial and adjectival phrases and clauses;
    - (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);
    - (v) prepositions and prepositional phrases and their influence on subject verb agreement;
    - (vi) relative pronouns (e.g., whose, that, which);
    - (vii) subordinating conjunctions (e.g., because, since); and
    - (viii) transitions for sentence to sentence or paragraph to paragraph coherence;
  - (B) write complex sentences and differentiate between main versus subordinate clauses; and
  - (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.
- (15) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) use conventions of capitalization; and
  - (B) recognize and use punctuation marks, including:
    - (i) commas after introductory structures and dependent adverbial clauses; and
    - (ii) semicolons, colons, hyphens, parentheses, and ellipses.
- (16) Writing/Conventions of Language/Spelling. Students spell correctly in the context of writing. The student is expected to spell correctly and use various resources to find correct spellings.
- (17) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to formulate research ideas, consult with others, decide upon a topic, develop a major research question, generate a research plan for gathering information, apply steps for obtaining and evaluating information, and create a written plan.
- (18) Research/Gathering Sources. Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s), and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) categorize notes from multiple sources in order to see the larger constructs inherent in the information;

- (B) paraphrase, summarize, quote and accurately cite all research to avoid plagiarism.
- (19) Research/Synthesizing/Organizing and Presenting Ideas. Students use comprehension skills and the writing process to synthesize, organize, and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) synthesize research into a written, oral, or media presentation that:
    - (i) collects and organizes evidence in support of a clear thesis, develops a logical progression of ideas, and draws reasonable conclusions;
    - (ii) records bibliographical information in a format appropriate to audience; and
  - (B) use a variety of evaluative tools (e.g., rubrics, peer reviews, teacher evaluations) to examine the quality of the research.
- (20) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;
  - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and
  - (C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).
- (21) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. The student is expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
- (22) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

**§110.20. English Language Arts and Reading, Grade 8.**

- (a) Introduction.
  - (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. In eighth grade, students engage in

activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

- (2) For eighth grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in seventh-grade as described in subsection (B) of this section.
- (4) To meet Texas Education Code, §28.002(H), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. The student is expected to read grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (2) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
  - (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
  - (B) ask literal, interpretive, evaluative, and universal questions of text;
  - (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);
  - (D) make complex inferences about text and use textual evidence to support understanding;
  - (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and
  - (F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.
- (3) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
  - (A) understand and use grade-level vocabulary, including academic words derived from Latin, Greek, or other linguistic roots and affixes;
  - (B) use context and syntax to determine meanings of unfamiliar or ambiguous words, (e.g., denotative and connotative);
  - (C) examine and discuss the ways that cultural, political, social, technological, and scientific events impact and change the English language;
  - (D) infer the literal and figurative meaning of words and phrases (e.g., hyperbole);

- (E) analyze word relationships to infer meaning (e.g., gradients of meaning, connotative language); and
  - (F) determine the meanings, correct spellings, syllabication, pronunciations, alternate word choices, and parts of speech of words, using dictionaries, glossaries, technology and textual features (e.g., definitional footnotes or sidebars).
- (4) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) explain the influence of the setting on characters, plot and mood;
  - (B) analyze the influence of static and dynamic characters on theme;
  - (C) analyze author's use of nonlinear plot development (e.g., flashback, foreshadowing, parallel plot structure);
  - (D) compare and contrast works in different genres that share similar themes;
  - (E) compare and contrast the effects of different narrative points of view (e.g., first vs. third person, third person limited, third person omniscient, third person objective);
  - (F) explain the effect of imagery and figurative language (e.g., hyperbole, extended metaphors);
  - (G) compare and contrast the similarities and differences in mythologies from different cultures;
  - (H) explain how the historical and cultural contexts in which a literary work was written influence an author's development of theme;
  - (I) analyze the importance of style (e.g., conventions, subject, literary techniques, terms) on the meaning of a poem;
  - (J) understand how meaning is affected by poetic form (e.g., free verse, narrative, lyric); and
  - (K) analyze how different playwrights use dialogue and staging to characterize their protagonists and antagonists.
- (5) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) compare how authors writing on the same topic achieve similar or different purposes;
  - (B) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;
  - (C) differentiate between opinions in a text that are substantiated and unsubstantiated;
  - (D) analyze how the organizational pattern of a text influences the relationships among the ideas in the text;
  - (E) integrate the information from multiple text features to clarify meaning; and

- (F) examine the facts, details, and events of history present in biographies, autobiographies, and memoirs.
- (6) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) analyze persuasive texts that reach different conclusions about the same issue and explain the basis for the differences;
  - (B) analyze the effects of logical fallacies (e.g., hasty generalization, either-or choices, scare tactics); and
  - (C) describe the structure of an argument, (e.g., Nestorian order, straw man, concession).
- (7) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) evaluate the sequence of information presented in procedural text; and
  - (B) evaluate graphics for their clarity in communicating procedures.
- (8) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) evaluate the role of media in focusing attention on events and informing opinion on issues;
  - (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;
  - (C) evaluate various techniques used to create a point of view in media and the impact on audience; and
  - (D) assess the correct level of formality and tone for successful participation in various digital media.
- (9) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate ideas and plan a first draft by selecting a genre appropriate for the intended meaning and audience;
  - (B) as appropriate, verify the accuracy and determine the relative value of supporting information; and cite all borrowed material;
  - (C) organize ideas into meaningful units (e.g., compare and contrast, problem and solution) and develop focused, coherent drafts that accomplish the author's purpose;
  - (D) revise drafts by conferring with teacher and/or peers to clarify meaning, add depth, enhance style (e.g., vivid imagery, precise word choice, varied sentence structure), and improve coherence (e.g., rearranging text, adding effective transitions, maintaining a consistent point of view) in order to achieve the author's purpose for a specific audience;

- (E) edit drafts for grammar, mechanics, and spelling using a variety of tools (e.g., rubric, peer review, checklist, handbook); and
  - (F) publish written work for appropriate audiences.
- (10) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write a story that includes:
    - (i) a well-developed plot;
    - (ii) a well-developed setting created through the use of sensory details;
    - (iii) interesting characters; and
    - (iv) a range of literary strategies (e.g., dialogue, suspense) and devices to enhance style and tone;
  - (B) write a poem using:
    - (i) poetic devices (e.g., hyperbole, cacophony);
    - (ii) poetic structures (e.g., refrain, rhythm) ; and
    - (iii) poetic forms (e.g., free verse, lyric).
- (11) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write a well-developed, multi-paragraph essay organized to achieve an intended purpose that includes:
    - (i) a clearly stated purpose and controlling idea; and
    - (ii) supporting information with no extraneous details or inconsistencies;
  - (B) write a personal narrative that has a clearly defined focus and reflections about decisions, actions and/or consequences; and
  - (C) write multi-paragraph responses to texts and provide textual evidence.
- (12) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. The student is expected to write a friendly or business letter for varied purposes (e.g., express an opinion, register a complaint, request information).
- (13) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) write a persuasive text to the appropriate audience that establishes a clear thesis or position and includes relevant evidence; and
  - (B) produce a multimedia presentation involving text, graphics, images, and sound using available technology.
- (14) Writing/Conventions of Language. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

- (i) verbs (perfect and progressive tenses) and participles;
  - (ii) appositive phrases;
  - (iii) adverbial and adjectival phrases and clauses;
  - (iv) relative pronouns (e.g., whose, that, which); and
  - (v) subordinating conjunctions (e.g., because, since);
- (B) write complex sentences and differentiate between main versus subordinate clauses; and
- (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.
- (15) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) use conventions of capitalization; and
  - (B) use correct punctuation marks, including:
    - (i) commas after introductory structures and dependent adverbial clauses and correctly punctuate complex sentences; and
    - (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.
- (16) Writing/Conventions of Language/Spelling. Students spell correctly in the context of writing. The student is expected to spell correctly and use various resources to find correct spellings.
- (17) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to formulate research ideas, consult with others, decide upon a topic, develop a major research question, generate a research plan for gathering information, apply steps for obtaining and evaluating information, and create a written plan.
- (18) Research/Gathering Sources. Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) categorize notes from multiple sources in order to see the larger constructs inherent in the information; and
  - (B) paraphrase, summarize, quote and accurately cite all research to avoid plagiarism.
- (19) Research/Synthesizing, Organizing and Presenting Ideas. Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) synthesize research into a written, oral, or media presentation that:
    - (i) collects and organizes evidence in support of a clear thesis, develops a logical progression of ideas, and draws reasonable conclusions;

- (ii) records bibliographical information in a format appropriate to audience;  
and
  - (B) use a variety of evaluative tools (e.g., rubrics, peer reviews, teacher evaluations) to examine the quality of the research.
- (20) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. The student is expected to:
  - (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;
  - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and
  - (C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.
- (21) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. The student is expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
- (22) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.