

Language Arts TEKS 5th - 9th

TEKS

5th

- 5.1 The student develops oral language through listening, speaking, and discussion.
 - 5.1.A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;
 - 5.1.B follow, restate, and give oral instructions that include multiple action steps;
- 5.2.A demonstrate and apply phonetic knowledge by:
 - 5.2.A.i decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;
 - 5.2.A.ii decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- 5.2.B demonstrate and apply spelling knowledge by:
 - 5.2.B.i spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - 5.2.B.ii spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;
 - 5.2.B.iii spelling multisyllabic words with multiple sound-spelling patterns;
- 5.3 The student uses newly acquired vocabulary expressively.
 - 5.3.A use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;
- 5.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency rate, accuracy, and prosody when reading grade-level text.
- 5.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- 5.6 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
 - 5.6.F make inferences and use evidence to support understanding; (2017)
 - 5.6.H synthesize information to create new understanding; and
- 5.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- 5.7 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
 - 5.7.C use text evidence to support an appropriate response;
 - 5.7.F respond using newly acquired vocabulary as appropriate; and

6th

- 6.1 The student develops oral language through listening, speaking, and discussion.
 - 6.1.A listen actively to interpret a message, ask clarifying questions, and respond appropriately;
 - 6.1.B follow and give oral instructions that include multiple action steps;
- 6.3 The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
- 6.4 The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- 6.5 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
 - 6.5.H synthesize information to create new understanding; and
- 6.6 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
 - 6.6.C use text evidence to support an appropriate response;
 - 6.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;
 - 6.6.F respond using newly acquired vocabulary as appropriate;

7th

- 7.1 The student develops oral language through listening, speaking, and discussion.
 - 7.1.A listen actively to interpret a message and ask clarifying questions that build on others' ideas;
 - 7.1.B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
- 7.3 The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
- 7.4 The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- 7.5.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- 7.5 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
 - 7.5.F make inferences and use evidence to support understanding;
 - 7.5.H synthesize information to create new understanding; and
- 7.6 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
 - 7.6.C use text evidence to support an appropriate response;
 - 7.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;
 - 7.6.F respond using newly acquired vocabulary as appropriate;

8th

8.1 The student develops oral language through listening, speaking, and discussion.

8.1.A listen actively to interpret a message by summarizing, asking questions, and making comments;

8.1.B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;

8.3 The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

8.4 The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

8.5.F make inferences and use evidence to support understanding;

8.5.H synthesize information to create new understanding; and

8.5 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

8.6.C use text evidence to support an appropriate response;

8.6 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

8.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;

8.6.F respond using newly acquired vocabulary as appropriate;

9th

Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.

Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

use conventions of capitalization; and

use correct punctuation marks including

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. Students are expected to:

follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and