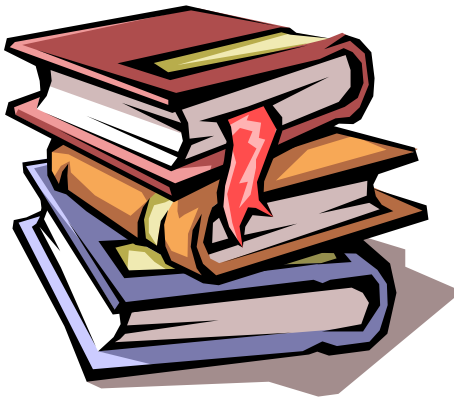


TEXAS
ESSENTIAL
KNOWLEDGE
AND
SKILLS
FOR
LANGUAGE
ARTS



K – 12
VERTICAL ALIGNMENT

Texas Essential Knowledge and Skills For Language Arts and Reading

In **Kindergarten**, students engage in many activities that help them develop their oral language skills and help them begin to read and write. Kindergarten students take part in language activities that extend their vocabulary and conceptual knowledge. Students learn to follow directions and develop the language of schooling. Students discuss the meanings of words from familiar and conceptually challenging selections read aloud. Students express themselves in complete thoughts. In Kindergarten, students listen to a wide variety of children's literature, including selections from classic and contemporary works. Students also listen to nonfiction and informational material. Students learn to listen attentively and ask and respond to questions and retell stories. Students know simple story structure and distinguish fiction from nonfiction. Kindergarten students identify and write the letters of the alphabet. Students learn that individual letters are different from printed words, that words have spaces between them, and that print is read from left-to-right and from top-to-bottom. Through meaningful and organized activities, Kindergarten students learn that spoken language is composed of sequences of sounds. Students learn to segment and identify the sounds in spoken words. Students name each letter of the alphabet, begin to associate spoken sounds with the letter or letters that represent them, and begin to use this knowledge to read words and simple stories. In Kindergarten, students write the letters of the alphabet, their names, and other words. Initially, students dictate messages and stories for others to write. Students begin to use their knowledge of sounds and letters to write by themselves.

In **Grade 1**, students continue to develop their oral language and communication skills and move to becoming independent readers and writers. First grade students listen attentively and connect their experiences and ideas with information and ideas presented in print. Students listen and respond to a wide variety of children's literature, including selections from classic and contemporary works. The stories and informational books students hear introduce them to new vocabulary. Students recognize the distinguishing features of stories, poems, and informational texts. First grade students continue to develop their concepts of how print connects with spoken language. Students understand that spoken language is composed of sequences of sounds and that those sounds are represented by letters. Students can name the letters and know the order of the alphabet and associate sounds with the letter or letters that represent them. Students learn most of the common letter-sound correspondences and use this knowledge to help them decode written words. First grade students regularly read (both orally and silently) in texts of appropriate difficulty with fluency and understanding. Students demonstrate their comprehension by asking and answering questions, retelling stories, predicting outcomes, and making and explaining inferences. First grade students become adept writers.

Texas Essential Knowledge and Skills For Language Arts and Reading

Students know the difference between words, sentences, and paragraphs. First grade students can organize their thoughts and ideas into complete stories or reports. Students use subjects and verbs and are able to write complete sentences using basic capitalization and punctuation. First grade students become more proficient spellers as they learn to spell a number of high-frequency words and words with regularly spelled patterns. The students' messages move from left-to-right and from top-to-bottom and are written with increasing control of penmanship.

In **Grade 2**, students read and write independently. Students have many opportunities to use spoken language. Second grade students understand that there are different purposes for speaking and listening. Students know how to attract and hold the attention of their classmates when they make announcements or share a story. Second grade students recognize a large number of words automatically and use a variety of word identification strategies to figure out words they do not immediately recognize. Students read regularly for understanding and fluency in a variety of genres, including selections from classic and contemporary works. Students read texts from which they acquire new information. Students summarize what they read and represent ideas gained from reading with story maps, charts, and drawings. Students use references, including dictionaries and glossaries, to build word meanings and confirm pronunciation. Second grade students revise and edit their own writing to make ideas more clear and precise. Students use appropriate capitalization and punctuation. Students use singular and plural nouns and adjust verbs for agreement. In Grade 2, students' penmanship is characterized by letters that are properly formed, words that are properly spaced, and overall compositions that are legible. Students begin to take simple notes and compile notes into outlines.

In **Grade 3**, students read and write more independently than in any previous grade and spend significant blocks of time engaged in reading and writing on their own as well as in assigned tasks and projects. Students listen critically to spoken messages, think about their own contributions to discussions, and plan their oral presentations. Third grade students read grade-level material fluently and with comprehension. Students use root words, prefixes, suffixes, and derivational endings to recognize words. Students demonstrate knowledge of synonyms, antonyms, and multi-meaning words. Students are beginning to distinguish fact from opinion in texts. During class discussions, third grade students support their ideas and inferences by citing portions of the text being discussed. Students read in a variety of genres, including realistic and imaginative fiction, nonfiction, and poetry from classic and contemporary works. Third grade students write with more complex capitalization and punctuation such as proper nouns and commas in a series. Students write with more proficient spelling of contractions and homonyms.

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Third grade students write longer and more elaborate sentences and organize their writing into larger units of text. Students write several drafts to produce a final product. Students revise their writing to improve coherence, progression, and logic, and edit final drafts to reflect standard grammar and usage. Students master manuscript writing and may begin to use cursive writing.

In Grade 4, students spend significant blocks of time engaged in reading and writing independently. Fourth grade students are critical listeners and analyze a speaker's intent such as to entertain or to persuade. When speaking, they adapt their language to the audience, purpose, and occasion. Students continue to read classic and contemporary selections. Fourth grade students read with a growing interest in a wide variety of topics and adjust their reading approach to various forms of texts. Students expand their vocabulary systematically across the curriculum. Students read for meaning and can paraphrase texts. Students are able to connect, compare, and contrast ideas. Fourth grade students can identify and follow varied text structures such as chronologies and cause and effect. Students produce summaries of texts and engage in more sophisticated analysis of characters, plots, and settings. Fourth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Their writing takes on style and voice. Fourth grade students write in complete sentences. Students vary sentence structure and use adjectives, adverbs, prepositional phrases, and conjunctions. Fourth grade students are proficient spellers. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students can produce a final, polished copy of a written composition. Fourth grade students understand and use visual media and can compare and contrast visual media to print.

In Grade 5, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Fifth grade students can identify a speaker's persuasive technique such as promises, dares, and flattery in presentations. Students read from classic and contemporary selections and informational text. Fifth grade students are able to judge the internal consistency or logic of stories and texts. Students recognize the way an author organizes information and engage in more sophisticated analysis of characters, plots, and settings. Fifth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use conjunctions to connect ideas. Students are able to use literary devices such as suspense, dialogue, and figurative language in their writing. Fifth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Fifth grade students search out multiple texts to complete research reports or projects. Students use visuals to support their research projects.

Texas Essential Knowledge and Skills For Language Arts and Reading

In **Grade 6**, students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students take notes during oral presentations and organize and summarize spoken messages. Students evaluate their own oral presentations. Sixth grade students read widely in classic and contemporary selections and informational texts. Students are able to understand idioms, multi-meaning words, and analogies in text. Students can distinguish denotative and connotative meanings of words and use word origins as an aid to understand historical influences on word meanings. Students use study strategies to learn and recall important ideas. Students recognize literary devices such as flashback, foreshadowing, and symbolism. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives. Sixth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Students search out multiple texts to complete research reports and projects. Sixth grade students evaluate the purposes and effects of film, print, and technology presentations. Students assess how language, medium, and presentation contribute to meaning.

In **Grade 7**, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Seventh grade students analyze a speaker's persuasive techniques and credibility. Students evaluate a spoken message in terms of its content, credibility, and delivery. Seventh grade students continue to read widely in classic and contemporary selections and informational texts. Students use knowledge of Greek and Latin roots and prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Seventh grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive. Seventh grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Seventh grade students draw data from multiple primary and secondary sources for use in research reports and projects.

In **Grade 8**, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing. Eighth grade students continue to read widely in classic and contemporary selections and informational texts. Students are able to identify characteristics of various literary forms. Eighth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students produce multi-paragraph compositions with varied sentence structure.

Texas Essential Knowledge and Skills For Language Arts and Reading

Eighth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Students use citations competently and write by following accepted formats for research reports. Eighth grade students present oral and written reports, including presentations strengthened by visuals and media.

Students enrolled in **English I** continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English I, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to persuade and to report and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

Students enrolled in **English II** continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English II, students practice all forms of writing. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

Students enrolled in **English III** continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English III, students practice all forms of writing.

Texas Essential Knowledge and Skills For Language Arts and Reading

An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resumé. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

Students enrolled in **English IV** continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR LANGUAGE ARTS AND READING

Objective: Reading

The Student:	K	1	2	3	4	5
<i>Reading/print awareness</i>						
demonstrates knowledge of concepts of print	I	M				
<i>Reading/word identification</i>						
uses a variety of word identification strategies	I	D	M	D	D	D
<i>Reading/phonological awareness</i>						
orally demonstrates phonological awareness	I	M				
<i>Reading/fluency</i>						
reads with fluency and understanding in texts at appropriate difficulty levels		I	D	D	D	D
<i>Reading/letter-sound relationships</i>						
uses letter-sound knowledge to decode written language	I	D	M			
<i>Reading/word identification</i>						
uses a variety of word recognition strategies		I	D	D	D	D
<i>Reading/vocabulary development</i>						
develops an extensive vocabulary	I	D	D	D		
acquires an extensive vocabulary through reading and systematic word study		I	D	T	T	T
<i>Reading/comprehension</i>						
uses a variety of strategies to comprehend selections read aloud	I	D	D	D	D	D
uses a variety of strategies to comprehend selections read aloud and selections read independently		I	D	T	T	T
comprehends selections using a variety of strategies	I	D	D	T	T	T
<i>Reading/literary response</i>						
responds to various texts	I	D	D	T	T	T
expresses and supports responses to various types of texts		I	D	T	T	T
<i>Reading/text structures/literary concepts</i>						
recognizes characteristics of various types of texts	I	D	D	T	T	T
analyzes the characteristics of various types of texts	I	D	D	D	D	D
<i>Reading/inquiry/research</i>						
generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources	I	D	D	D	D	D
generates questions and conducts research using information from various sources			I	I	D	D

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
FOR LANGUAGE ARTS
Objective: Listening/Speaking

The Student:	6	7	8
<i>Purposes</i>			
determines the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate	D	D	M
eliminates barriers to effective listening	D	D	M
understands the major ideas and supporting evidence in spoken messages	D	D	M
listens to learn by taking notes, organizing, and summarizing spoken ideas	I	D	M
<i>Critical Listening</i>			
interprets speakers' messages (both verbal and nonverbal), purposes, and perspectives	D	D	M
identifies and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda	R		
distinguishes between the speaker's opinion and verifiable fact	R	R	R
monitors his/her own understanding of the spoken message and seek clarification as needed	R	R	R
compares his/her own perception of a spoken message with the perception of others	R	R	R
evaluates a spoken message in terms of its content, credibility, and delivery	R	R	R
analyzes a speaker's persuasive techniques and credibility		I	D
<i>Appreciation</i>			
listen to proficient, fluent models of oral reading, including selections from classic and contemporary works	R	R	R
analyze oral interpretations of literature for effects on the listener	R	R	R
analyze the use of aesthetic language for its effects	R	R	R
<i>Culture</i>			
connects his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening	R	R	R
compares oral traditions across regions and cultures	R	R	R
identifies how language use such as labels and sayings reflects regions and cultures	R	R	R
<i>Audiences</i>			
adapts spoken language such as word choice, diction, and usage to the audience, purpose, and occasion	I	D	D
demonstrates effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information	I	D	D
presents dramatic interpretations of experiences, stories, poems, or plays to communicate	R	R	R

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR LANGUAGE ARTS

Objective: Reading

The Student:		6	7	8
<i>Word Identification</i>				
applies knowledge of letter-sound correspondences, language structure, and context to recognize words		R	R	R
uses structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> , and suffixes such as <i>-ness</i> , <i>-tion</i> , and <i>-able</i>		R T	M	M
locates the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources		R	R	R
uses structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes		I	R T	R T
<i>Fluency</i>				
reads regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)		R	R	R
reads regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)		R	R	R
demonstrates characteristics of fluent and effective readers		R		
adjusts reading rate based on purposes for reading		R	R	R
reads aloud in selected texts in ways that both reflect understanding of the text and engage the listeners		R	R	R
reads silently with increasing ease for longer periods		R	R	R
<i>Variety of Texts</i>				
reads classic and contemporary works		R	R T	R T
selects varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure		R	R T	R T
reads for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing		R	R	R
reads to take action such as to complete forms, make informed recommendations, and write a response		R	R T	R T
<i>Vocabulary Development</i>				
develops vocabulary by listening to selections read aloud		R	R	R
draws on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies		I	D	D
uses multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage		R	R	R

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR LANGUAGE ARTS

Objective: Reading (continued)

The Student:	6	7	8
determines meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> or <i>un-</i>	R	R	R
studies word meanings systematically such as across curricular content areas and through current events	R	R	R
distinguishes denotative and connotative meanings	R	R	R
uses word origins as an aid to understanding historical influences on English word meanings	R	R	R
<i>Comprehension</i>			
uses his/her own knowledge and experience to comprehend	R	R	R
establishes and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems	R	R	R
monitors his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions	R	R	R
describes mental images that text descriptions evoke	R	R	R
uses the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information	R	R	R
determines a text's main (or major ideas) and how those ideas are supported with details	R	R	R
paraphrases and summarize text to recall, inform, or organize ideas	R	R	R
draws inferences such as conclusions or generalizations and support them with text evidence and experience	R	R	R
finds similarities and differences across texts such as in treatment, scope, or organization	R	R	R
distinguishes fact and opinion in various texts	R	R	R
answers different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer	D	D	M
represents text information in different ways such as in outline, timeline, or graphic organizer	R	R	R
uses study strategies to learn and recall important ideas from texts such as preview, question, reread, and record	R	R	R
<i>Literary Response</i>			
offers observations, makes connections, reacts, speculates, interprets, and raises questions in response to texts	R	R	R
interprets text ideas through such varied means as journal writing, discussion, enactment, and media	R	R	R
supports responses by referring to relevant aspects of text and his/her own experiences	R	R	R

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
FOR LANGUAGE ARTS
Objective: Reading (continued)

The Student:	6	7	8
<i>connects, compares, and contrasts ideas, themes, and issues across text</i>	R	R	R
<i>Text Structures/Literary Concepts</i>			
identifies the purposes of different types of texts such as to inform, influence, express, or entertain	R	R	R
recognizes the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry	D	R	R
compares communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants	R	R	R
understands and identifies literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts)	R	R	R
understands literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies	R	R	R
analyzes characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo	R	R	R
recognizes and analyze story plot, setting, and problem resolution	R	R	R
describes how the author's perspective or point of view affects the text	I	D	R
analyzes ways authors organize and presents ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically	R	R	R
recognizes and interprets literary devices such as flashback, foreshadowing, and symbolism	I	D	R
recognizes how style, tone, and mood contribute to the effect of the text	I	R	R
<i>Inquiry/Research</i>			
forms and revises questions for investigations, including questions arising from readings, assignments, and units of study	R	R	R
uses text organizers, including headings, graphic features, and tables of contents, to locate and organize information	R	R	R

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR LANGUAGE ARTS

Objective: Writing

The Student:	6	7	8
<i>Purposes</i>			
writes to express, discover, record, develop, reflect on ideas, and to problem solve	R	R	R
writes to influence such as to persuade, argue, and request	R	R	R
writes to inform such as to explain, describe, report, and narrate	R	R	R
writes to entertain such as to compose humorous poems or short stories	R	R	R
selects and uses voice and style appropriate to audience and purpose	R	R	R
chooses the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions	R	R	R
uses literary devices effectively such as suspense, dialogue, and figurative language	I	D	R
produces cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording	R	R	R
<i>Penmanship/ Capitalization/ Punctuation/Spelling</i>			
writes legibly by selecting cursive or manuscript as appropriate	R	R	R
capitalizes and punctuates correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation	R	R	R
writes with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i> , and syllable boundary patterns	R	R	R
writes with accurate spelling of roots such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i> , and prefixes such as <i>re-</i> or <i>un-</i>	R	R	R
uses resources to find correct spellings	R	R	R
spells accurately in final drafts	R	R	R
understands the influence of other languages and cultures on the spelling of English words	I	D	D
spells derivatives correctly by applying the spellings of bases and affixes	I	D	D
spells frequently misspelled words correctly such as <i>their</i> , <i>they're</i> , and <i>there</i>	R	R	R
<i>Grammar/Usage</i>			
uses regular and irregular plurals correctly	R	M	M

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
FOR LANGUAGE ARTS
Objective: Writing (continued)

The Student:	6	7	8
writes in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses	R	R	R
uses conjunctions to connect ideas meaningfully	R	R	R
uses adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise	R	R	R
uses adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise	R	R	R
employs standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech	R	R	R
uses verb tenses appropriately and consistently such as present, past, future, perfect, and progressive	R	R	R
writes with increasing accuracy when using apostrophes in contractions such as <i>doesn't</i> and possessives such as <i>Maria's</i>	R	R	R
writes with increasing accuracy when using pronoun case such as "He and they joined him."	R	R	R
writes in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses	I	R	R
<i>Writing Process</i>			
generates ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs	R	R	R
develops drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text	R	R	R
revises selected drafts by adding, elaborating, deleting, combining, and rearranging text	R	R	R
revises drafts for coherence, progression, and logical support of ideas	R	R	R
edits drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice	R	R	R
uses available technology to support aspects of creating, revising, editing, and publishing texts	I	D	D
refines selected pieces frequently to "publish" for general and specific audiences	I	D	D
proofreads his/her own writing and that of others	I	D	D
selects and uses reference materials and resources as needed for writing, revising, and editing final drafts	I	D	R

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
FOR LANGUAGE ARTS AND READING

Objective: Writing

The student is expected to:	9	10	11	12
<i>Purposes - The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes</i>				
write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence	M			
write persuasively	M			
write to report and describe	M			
write poems, plays, and stories	M	M		
write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative; and literary forms such as poems, plays, and stories		M		
write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resumé			T	
write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts				M
draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;				M
write in a voice and style appropriate to audience and purpose	M	M	T	M
organize ideas in writing to ensure coherence, logical progression, and support for ideas	M	M	T	M
employ literary devices to enhance style and voice				M
employ precise language to communicate ideas clearly and concisely				M
<i>Writing processes - The student uses recursive writing processes when appropriate.</i>				
use prewriting strategies to generate ideas, develop voice, and plan	M	M	T	M
develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose	M	M	T	M
develop drafts both independently and collaboratively by organizing content such as				M

paragraphing and outlining and by refining style to suit occasion, audience, and purpose				
proofread writing for appropriateness of organization, content, style, and conventions	M	M	T	
refine selected pieces frequently to publish for general and specific audiences	M	M	T	M
use technology for aspects of creating, revising, editing, and publishing texts	M	M	T	M
use vocabulary, organization, and rhetorical devices appropriate to audience and purpose				M
use varied sentence structure to express meanings and achieve desired effect				M
revise drafts by rethinking content organization and style to better accomplish the task				M
use effective sequences and transitions to achieve coherence and meaning				M
<i>Grammar/Usage/Conventions/Spelling - The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively.</i>				
produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses	M	M	T	M
demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism	M	M	T	M
compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions	M	M	T	M
produce error-free writing in the final draft	M	M	T	M
use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS)			T	M
<i>Inquiry/Research - The student uses writing as a tool for learning and research.</i>				
use writing to formulate questions, refine topics, and clarify ideas	M	M	T	M
use writing to discover, record, review, and learn				M
use writing to discover, organize, and support what is known and what needs to be learned about a topic	M	M	T	M
compile information from primary and secondary sources in systematic ways using available	M	M	T	M

technology				
represent information in a variety of ways such as graphics, conceptual maps, and learning logs	M	M	T	M
use writing as a study tool to clarify and remember information	M	M	T	
compile written ideas and representations into reports, summaries, or other formats and draw conclusions	M	M	T	M
analyze strategies that writers in different fields use to compose	M	M	T	
link related information and ideas from a variety of sources				M
use writing as a tool for reflection, exploration, learning, problem solving, and personal growth				M
<i>Evaluation - The student evaluates his/her own writing and the writings of others.</i>				
evaluate writing for both mechanics and content	M	M	T	M
respond productively to peer review of his/her own work	M	M	T	
evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others				M
analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing				M
accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer				M
<i>Analysis - The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures and fields.</i>				
analyze strategies that writers in different fields use to compose				M
correspond with other writers electronically and in conventional ways				M
collaborate with other writers				M
recognize how writers represent and reveal their cultures and traditions in texts				M

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
FOR LANGUAGE ARTS AND READING
Objective: Reading

The student is expected to:	9	10	11	12
<i>Word Identification/Vocabulary Development - The student acquires an extensive vocabulary through reading and systematic word study.</i>				
expand vocabulary through wide reading, listening, and discussing	M	M	T	M
rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary	M	M	T	M
apply meanings of prefixes, roots, and suffixes in order to comprehend	M	M	T	M
research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language	M	M	T	M
use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage	M	M	T	M
identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation	M			
discriminate between connotative and denotative meanings and interpret the connotative power of words		M	T	M
read and understand analogies		M	T	M
<i>Comprehension - The student comprehends selections using a variety of strategies.</i>				
establish a purpose for reading such as to discover, interpret, and enjoy	M	M		
establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems			T	M
draw upon his/her own background to provide connection to texts	M	M	T	M
monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning	M	M	T	M
construct images such as graphic organizers based on text descriptions and text structures	M	M	T	M

analyze text structures such as compare and contrast, cause and effect, and chronological ordering	M			
analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding		M	T	M
identify main ideas and their supporting details	M			
summarize texts	M			
produce summaries of texts by identifying main ideas and their supporting details		M	T	M
draw inferences such as conclusions, generalizations, and predictions and support them from text	M			
draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience		M	T	M
use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts	M	M	T	M
read silently with comprehension for a sustained period of time	M	M	T	M
<i>Variety of Texts - The student reads extensively and intensively for different purposes in varied sources.</i>				
read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing	M	M	T	M
read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media	M	M	T	M
read world literature, including classic and contemporary works	M	M		
read American and other world literature, including classic and contemporary works			T	
read British and other world literature, including classic and contemporary works				M
interpret the possible influences of the historical context on a literary work	M	M	T	M
<i>Culture - The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures</i>				
recognize distinctive and shared characteristics of cultures through reading	M	M	T	M

compare text events with his/her own and other readers' experiences	M	M	T	M
recognize and discuss themes and connections that cross cultures				M
<i>Literary Response - The student expresses and supports responses to various types of texts.</i>				
respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments	M	M		
respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays			T	M
use elements of text to defend his/her own responses and interpretations	M	M		
use elements of text to defend, clarify, and negotiate responses and interpretations			T	M
compare reviews of literature, film, and performance with his/her own responses	M	M		
analyze written reviews of literature, film, and performance to compare with his/her own responses			T	M
evaluate text through critical analysis				M
<i>Literary Concepts - The student analyzes literary elements for their contributions to meaning in literary texts.</i>				
recognize the theme (general observation about life or human nature) within a text	M			
analyze characters and identify time and point of view	M			
compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts		M	T	M
analyze the relevance of setting and time frame to text's meaning	M	M	T	M
propose and provide examples of themes that cross texts				M
identify basic conflicts	M			
analyze the development of plot in narrative text	M			
describe and analyze the development of plot and identify conflicts and how they are addressed and resolved		M	T	M
analyze the melodies of literary language, including its use of evocative words and rhythms		M	T	M
recognize and interpret important symbols	M			

recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning	M			
understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read	M	M	T	M
connect literature to historical contexts, current events, and his/her own experiences	M	M	T	M
<i>Analysis/Evaluation - The student reads critically to evaluate texts.</i>				
analyze characteristics of text, including its structure, word choices, and intended audience	M			
analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice		M	T	
analyze the characteristics of clear text such as conciseness, correctness, and completeness				M
evaluate the credibility of information sources and determine the writer's motives	M			
evaluate the credibility of information sources, including how the writer's motivation may affect that credibility		M	T	M
describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone				M
analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction	M			
analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques	M			
recognize logical, deceptive, and/or faulty modes of persuasion in texts		M	T	M
apply modes of reasoning such as induction and deduction to think critically				M
analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences				M
<i>Inquiry/Research - The student reads in order to research self-selected and assigned topics.</i>				
generate relevant, interesting, and researchable	M	M	T	M

questions				
locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet	M	M	T	M
organize and convert information into different forms such as charts, graphs, and drawings	M			
use text organizers such as overviews, headings, and graphic features to locate and categorize information		M	T	M
adapt researched material for presentation to different audiences and for different purposes, and cite sources completely	M			
produce reports and research projects in varying forms for audiences		M	T	M
evaluate the credibility of information sources and their appropriateness for varied needs				M
organize and record new information in systematic ways such as notes, charts, and graphic organizers				M
draw conclusions from information gathered	M	M	T	
draw relevant questions for further study from the research findings or conclusions				M

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
FOR LANGUAGE ARTS AND READING
Objective: Listening and Speaking

The student is expected to:	9	10	11	12
<i>Critical Listening - The student listens attentively for a variety of purposes.</i>				
focus attention on the speaker's message	M			
focus attention, interpret, respond, and evaluate speaker's message		M		
demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding			T	M
use knowledge of language and develop vocabulary to interpret accurately the speaker's message	M			
monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding	M			
formulate and provide effective verbal and nonverbal feedback	M			
use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies			T	M
engage in critical, empathic, appreciative, and reflective listening		M		
demonstrate proficiency in critical, empathic, appreciative, and reflective listening			T	M
use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention			T	M
use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations			T	M
<i>Evaluation - The student listens to analyze, appreciate, and evaluate oral performances and presentations.</i>				
listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives,	M	M		

interpretations of poetry, or individual or group performances of scripts				
identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language	M	M	T	M
apply valid criteria to analyze, evaluate, and critique literary performances			T	M
evaluate informative and persuasive presentations of peers, public figures, and media presentations	M	M		
evaluate artistic performances of peers, public presenters, and media presentations	M	M		
apply valid criteria to analyze, evaluate, and critique informative and persuasive messages			T	M
use audience feedback to evaluate his/her own effectiveness and set goals for future presentations	M	M		
use praise and suggestions of others to improve his/her own communication			T	M
<i>Purposes - The student speaks clearly and effectively for a variety of purposes</i>				
use the conventions of oral language effectively	M	M	T	M
use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and t	M	M	T	M
communicate effectively in conversations and group discussions while problem solving, and planning			T	
respond appropriately to the opinions and views of others				M
prepare, organize, and present a variety of informative messages effectively	M	M		
use effective verbal and nonverbal strategies in presenting oral messages	M	M	T	
adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion				M
ask clear questions for a variety of purposes and respond appropriately to the questions of others	M	M	T	M
make relevant contributions in conversations and discussions	M	M	T	M
express and defend a point of view using precise language and appropriate detail				M
<i>Presentations - The student prepares, organizes, and presents informative and</i>				

<i>persuasive oral messages.</i>				
present and advance a clear thesis and support the major thesis with logical points or arguments	M	M	T	M
choose valid evidence, proofs, or examples to support claims	M	M	T	M
use appropriate and effective appeals to support points or claims	M	M	T	M
use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact	M	M	T	
use language and rhetorical strategies skillfully in informative and persuasive messages		M	T	M
make informed, accurate, truthful, and ethical presentations		M	T	M
use feedback to judge effectiveness in communicating and setting goals for future presentations				M
<i>Literary Interpretation - The student prepares, organizes, and presents literary interpretations.</i>				
make valid interpretations of a variety of literary texts	M	M	T	
interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems				M
analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact	M			
justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text		M	T	
analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances				M
present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences		M	T	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
FOR LANGUAGE ARTS AND READING
Objective: Viewing and Representing

The student is expected to:	9	10	11	12
<i>Interpretation - The student understands and interprets visual representations.</i>				
describe how meanings are communicated through elements of design, including shape, line, color, and texture	M	M	T	M
analyze relationships, ideas, and cultures as represented in various media	M	M	T	M
distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements	M	M	T	M
<i>Analysis - The student analyzes and critiques the significance of visual representations.</i>				
investigate the source of a media presentation or production such as who made it and why it was made	M	M	T	M
deconstruct media to get the main idea of the message's content	M	M	T	M
evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols	M	M	T	M
recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music	M	M	T	M
recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each	M	M	T	M
compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet	M	M	T	M
<i>Production - The student produces visual representations that communicate with others.</i>				
examine the effect of media on constructing his/her own perception of reality	M	M	T	M
use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages	M	M	T	M

use a range of techniques to plan and create a media text and reflect critically on the work produced	M	M	T	M
create media products to include a billboard, cereal box, short editorial, and a three- minute documentary or print ad to engage specific audiences	M			
create media products to include a five- to six- minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences		M		
create media products to include a seven- to ten- minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences			T	
create media products to include a ten- to fifteen- minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences				M
create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms	M	M	T	M