

English Language Arts and Reading

Texas Essential Knowledge and Skills

Kindergarten–English IV



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About the ELAR TEKS

The following pages contain the vertical-alignment version of the 2008 revised English Language Arts and Reading Texas Essential Knowledge and Skills (ELAR TEKS).

This document contains the same information as the rule text, which is available on the Texas Education Agency Web site; however, it has been reformatted to display, at a glance, the corresponding student expectations for each grade level.

The ELAR TEKS vertical alignment for K–English IV consists of the following sections:

- Introduction
- Reading Strand
- Comprehension skills found in Figure 19 *
- Writing Strand
- Oral and Written Conventions Strand
- Research Strand
- Listening and speaking Strand

*Note: For ease of use, the comprehension skills found in Figure 19 have been included between the Reading and Writing strands to help teachers integrate the reading and writing student expectations when planning instruction.

Introduction Section

The first part of the Introduction of the ELAR TEKS contains important information about the cumulative nature of the standards. The language of the Introduction is almost identical across all grade levels. The differences have been provided as footnotes at the bottom of the document.

The next part of the Introduction contains specific

information to guide the instruction of English language learners (ELLs) in their acquisition of reading skills, their vocabulary development, and the improvement of their English-language proficiency.

The last parts contain additional information about requirements for the state of Texas.

Strands of the TEKS

The ELAR TEKS are divided into five strands: Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking. Within each of these strands are components that define the type of text students will use or the type of writing students will engage in. There are subsections within some of the components.

For each strand, the vertical alignment contains a guide that summarizes the structure and applicable grade levels for each knowledge and skill statement.

The first column of this guide contains the tagline (i.e., strand/component/subsection) and applicable grade levels. The highlighted grade levels indicate the grades in which this component or subsection is addressed.

The second column lists the knowledge and skills statement for each component or subsection. These knowledge and skills statements are often exactly the same across grade levels K–12. Sometimes a knowledge and skills statement applies only to a specific range of grade levels.

The third column lists examples from the Texas College and Career Readiness Standards (CCRS) that closely align with the ELAR TEKS. The CCRS in this column are not intended to be

a comprehensive list of all correspondences with the ELAR TEKS. You are encouraged to explore the CCRS yourself to discover additional correspondences with the ELAR TEKS.

In the pages following the guide for each strand are the student expectations for each knowledge and skills statement. These are the measurable expectations that teachers will use when planning instruction.

Comprehension Skills Found in Figure 19

There are three Figure 19 charts for English: one covers grades K–5, the second covers grades 6–8, and the third covers English I–IV.

All versions of Figure 19 share the same knowledge and skills statement: “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.”

Although Figure 19 appears as a separate document on the TEA Web site, it is part of the TEKS for language arts and reading. These comprehension skills are critical to model and teach so that our students will become successful readers.

For ease of use, the comprehension skills found in Figure 19 have been included in this document between the Reading and Writing strands to help teachers integrate the reading and writing student expectations when planning instruction.

