

ORAL AND WRITTEN CONVENTIONS



ELAR TEKS Vertical Alignment

Grades K–English IV

The *English Language Arts and Reading (ELAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *ELAR TEKS* document. After kindergarten, the *ELAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–English IV, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

ORAL AND WRITTEN CONVENTIONS

Students learn how to use the oral and written conventions of the English language in speaking and writing.

Guide to the ELAR TEKS Oral and Written Conventions Strand Across Grade Levels

Tagline and Applicable Grade Level													Knowledge and Skills Statement	CCRS Standard
Conventions													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.	E/LAS (English/Language Arts Standards): Writing: A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. CDS (Cross-Disciplinary Standards): II. Foundational Skills. B. Writing across the curriculum 1. Write clearly and coherently using standard writing conventions.
K	1	2	3	4	5	6	7	8	9	10	11	12		
Handwriting/Capitalization/Punctuation													Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students will continue to apply earlier standards with greater complexity.	
K	1	2	3	4	5	6	7	8	9	10	11	12		
Spelling													Students spell correctly.	
K	1	2	3	4	5	6	7	8	9	10	11	12		

ELAR TEKS Oral and Written Conventions Strand

Vertical Alignment

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Oral and Written Conventions/Conventions. 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. Students are expected to:												
16(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):	20(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	21(A)	22(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	20(A)	20(A)	19(A)	19(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	19(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	17(A)	17(A)	17(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases);	17(A)
(i) past and future tenses when speaking;	(i) verbs (past, present, and future);	(i) verbs (past, present, and future);	(i) verbs (past, present, and future);	(i) verbs (irregular verbs);	(i) verbs (irregular verbs and active voice);	(i) verbs (irregular verbs and active and passive voice);	(i) verbs (perfect and progressive tenses) and participles;	(i) verbs (perfect and progressive tenses) and participles;	(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);	(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);		
(ii) nouns (singular/plural);	(ii) nouns (singular/plural, common/proper);	(ii) nouns (singular/plural, common/proper);	(ii) nouns (singular/plural, common/proper);	(ii) nouns (singular/plural, common/proper);	(ii) collective nouns (e.g., class, public);	(ii) non-count nouns (e.g., rice, paper);						
(iii) descriptive words;	(iii) adjectives (e.g., descriptive: green, tall);	(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);	(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);	(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);	(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);	(iii) predicate adjectives (She is <i>intelligent</i> .) and their comparative and superlative forms (e.g., many, more, most);						

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Oral and Written Conventions/Conventions (cont.)												
	20(A)(iv) adverbs (e.g., time: before, next);	21(A)(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);	22(A)(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);	20(A)(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	20(A)(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	19(A)(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);	19(A)(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);					
(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over);	(v) prepositions and prepositional phrases;	(v) prepositions and prepositional phrases;	(v) prepositions and prepositional phrases;	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	(v) prepositions and prepositional phrases and their influence on subject-verb agreement;					
(v) pronouns (e.g., I, me);	(vi) pronouns (e.g., I, me);	(vi) pronouns (e.g., he, him);	(vi) possessive pronouns (e.g., his, hers, theirs);	(vi) reflexive pronouns (e.g., myself, ourselves);	(vi) indefinite pronouns (e.g., all, both, nothing, anything);	(vi) indefinite pronouns (e.g., all, both, nothing, anything);	(vi) relative pronouns (e.g., whose, that, which);	(iv) relative pronouns (e.g., whose, that, which);	(ii) restrictive and nonrestrictive relative clauses;	(ii) restrictive and nonrestrictive relative clauses;		
			(vii) coordinating conjunctions (e.g., and, or, but);	(vii) correlative conjunctions (e.g., either/or, neither/nor);	(vii) subordinating conjunctions (e.g., while, because, although, if);	(vii) subordinating conjunctions (e.g., while, because, although, if);	(vii) subordinating conjunctions (e.g., because, since);	(v) subordinating conjunctions (e.g., because, since);	(iii) reciprocal pronouns (e.g., each other, one another);	(iii) reciprocal pronouns (e.g., each other, one another);		
	(vii) time-order transition words;	(vii) time-order transition words;	(viii) time-order transition words and transitions that indicate a conclusion;	(viii) use time-order transition words and transitions that indicate a conclusion;	(viii) transitional words (e.g., also, therefore);	(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);	(viii) transitions for sentence to sentence or paragraph to paragraph coherence;					

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Oral and Written Conventions/Conventions (cont.)												
							19(A)(ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses;	19(A)(ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses;				
						19(B) differentiate between the active and passive voice and know how to use them both;						
16(B) speak in complete sentences to communicate;	20(B) speak in complete sentences with correct subject-verb agreement;	21(B) use complete sentences with correct subject-verb agreement;	22(B) use the complete subject and the complete predicate in a sentence;	20(B)	20(B)	20(B)		19(B) write complex sentences and differentiate between main versus subordinate clauses;	19(B)			
	20(C) ask questions with appropriate subject-verb inversion.	21(C) distinguish among declarative and interrogative sentences.										
									17(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities;	17(B)		
16(C) use complete simple sentences.			22(C) use complete simple and compound sentences with correct subject-verb agreement.	20(C)	20(C)	19(C)	19(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.	19(C)	17(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	17(C)	17(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	17(B)

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. (Grades 6–7 and Courses Eng. I–IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (Grade 8) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:												
17(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	21(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	22(A) write legibly leaving appropriate margins for readability;	23(A) write legibly in cursive script with spacing between words in a sentence;	21(A) write legibly by selecting cursive script or manuscript printing as appropriate;								
17(B) capitalize the first letter in a sentence;	21(B) recognize and use basic capitalization for: (i) the beginning of sentences; (ii) the pronoun "I"; (iii) names of people;	22(B) use capitalization for: (i) proper nouns;	23(B) (iii) of-ficial titles of people;	21(B)	21(A)	20(A)	20(A)	20(A)	18(A)	18(A)	18(A)	18(A)
		(ii) months and days of the week;										correctly and consistently use conventions of punctuation and capitalization.
			(i) geographical names and places; (ii) historical periods;	(i) historical events and documents;								
		(iii) the salutation and closing of a letter;										

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Oral and Written Conventions/Handwriting, Capitalization, and Punctuation (cont.)												
						(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements);	(ii) semicolons, colons, and hyphens.	(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.	(iii) dashes to emphasize parenthetical information.	(ii) dashes to emphasize parenthetical information.		
			23(D) use correct mechanics including paragraph indentations.		21(C) use proper mechanics including italics and underlining for titles and emphasis.	20(C) use proper mechanics including italics and underlining for titles of books.						

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:												
18(A) use phonological knowledge to match sounds to letters;	22(A) use phonological knowledge to match sounds to letters to construct known words;	23(A) use phonological knowledge to match sounds to letters to construct unknown words;	24(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;									
18(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., cut);	22(B) use letter-sound patterns to spell:	23(B) spell words with common orthographic patterns and rules:	24(B)	22(A)	22(A)							
	(i) consonant-vowel-consonant (CVC) words;	(i) complex consonants (e.g., hard and soft c and g, ck);	(v) complex consonants (e.g., scr-, -dge, -tch);			(i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);						
			(i) consonant doubling when adding an ending;									
			(iv) double consonants in middle of words;	(iii) double consonants in middle of words;								
(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope");	(iii) long vowels (e.g., VCe-hope);	(ii) dropping final "e" when endings are added (e.g., -ing, -ed);				(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal);						

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Oral and Written Conventions/Spelling (cont.)												
18(C) write one's own name.												
	22(C) spell high-frequency words from a commonly used list;	23(C)	24(C) spell high-frequency and compound words from a commonly used list;									
	22(D) spell base words with inflectional endings (e.g., adding "s" to make words plural);	23(D) spell base words with inflectional endings (e.g., -ing and -ed);		22(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);	22(B) spell words with: <ul style="list-style-type: none"> (i) Greek roots (e.g., tele, photo, graph, meter); (ii) Latin roots (e.g., spec, scrib, rupt, port, ject, dict); (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence); 							
			24(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);									

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	Eng III	Eng IV
Oral and Written Conventions/Spelling (cont.)												
			24(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);	22(C) spell commonly used homophones (e.g., there, they're, their; two, too, to);	22(C)	21(A)						
		23(E) spell simple contractions (e.g., isn't, aren't, can't);	24(F) spell complex contractions (e.g., should've, won't);									
	22(E) use resources to find correct spellings.	23(F)	24(G) use print and electronic resources to find and check correct spellings.	22(D) use spelling patterns and rules and electronic resources to determine and check correct spellings.	22(D)	21(B)	21(A)	21(A)	19(A)	19(A)	19(A)	19(A)
					22(E)	21(C)						