

Students should engage in academic conversations, write, read to others, read to self and be read to daily.

TEKS ELAR/SLAR

Quick Look

Strands	Student standards (grade level) requirement follows
<p>1-Foundations <i>Listening, speaking, discussion and thinking</i> Develop word structure knowledge through phonological awareness, print concepts, phonics and morphology to communicate, decode and spell. Oral Language Beginning Reading and Writing Vocabulary Fluency and comprehension Self-sustained reading with fluency and comprehension.</p>	<p>1A Listen actively, follow directions 1B restate/oral directions, 1C share information/opinion, speak using eye contact, rate, volume, enunciation, gestures and language conventions, 1D work collaboratively, 1E develop social communication 2A <u>phonological awareness</u>, 2B demonstrate/apply phonic knowledge,  <i>Decode and Encode simultaneously during instruction</i> 2C <u>spelling knowledge</u>, 2D print awareness, 2E Handwriting (D'Nealean), 3A dictionary use, 3B context clues, 3A affixes / position / synonyms / antonyms / homophones / homographs / adages / puns 4 fluency with prosody, 4A/5A self-selected text and interact independently with text for increasing periods of time</p>
<p>2-Comprehension Metacognitive to both develop and deepen comprehension of increasing complex texts</p>	<p>5A purpose, 5B generate questions, 5C make predictions, 5D create mental images, 5E make connections, 5F make inferences, 5G evaluate details for key ideas, 5H synthesize info to create new understanding, 5I monitor comprehension and make adjustments: re-reading, background knowledge, annotating, know when understanding breaks down.</p>
<p>3-Response Skills Responds to an increasingly challenging variety of sources that are read, heard or viewed.</p>	<p>6/7A describe personal connection oral/pictorial/written response, 6/7B write brief comments on literary or informational texts, 6/7C use text evidence to support appropriate response, 6/7D retell/paraphrase/summarize text maintaining meaning, 6/7E interact with sources in meaningful way notetaking/freewriting/illustrating, 6/7F respond using newly acquired vocabulary</p>
<p>4-Genres Recognizes and analyzes literary elements within/across traditional, contemporary, classical and diverse literary texts.</p>	<p>7/8A theme discussed/inferred/distinguished from topic/multiple themes within and across text using evidence, 7/8B main character: reasons for actions/relationships with major and minor, changes undergone, conflicts, internal/external responses among characters, 7/8C Elements of Plot: main events: (describe read aloud/independent problem, resolution, conflict) <i>analyze sequence of events, rising action, climax, falling action</i> 7/8D Setting-described/explained/influence analyzed, 8/9A Literary: folktales, fables, fairy tales, nursery rhymes, legend, myths, tall tales, 8/9B Poetry: rhyme, rhythm, alliteration, visual patterns, rhyme scheme, sound devices, figurative language, poet or speaker, 8/9C Drama: main characters, setting, dialogue, acts, elements, structure, character tags, scenes, stage directions, 8/9D Informational text: <u>characteristics</u>- central idea, supporting evidence, title, graphics, sections, tables, graphs, timelines, bullets, numbers, bold/italicized font, pronunciation guides, diagrams, insets, timelines and sidebars, steps in sequence <u>organizational patterns</u>: chronological order, cause and effect, problem and solution, compare and contrast, logical order and order of importance 8/9E Persuasive: characteristics- what reader to think or do, fact from opinion, argumentative text-claim, how facts used for/against argument, intended audience/reader</p>

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	<p>8/9F Multimodal and Digital text [Curriculum & Leadership Journal defined Linguistic-generic structure and grammar or oral and written language, Visual-color, vectors and viewpoint in still and moving images, Audio-volume, pitch, rhythm of music and sound effects, Gestural: movement, speed and stillness in facial expression/body language, Spatial: proximity, direction, position of layout and organization of objects in space. Multimodal texts are delivered via different media or technologies and can be live, paper or digital electronic.]</p> <p>8/9G Literary Non-Fiction: biography, autobiography, diaries, journals and personal narratives.</p>
<p>5-<u>Author's Purpose/Craft</u></p> <p>Use critical inquiry to analyze authors' choices and how they influence and communicate meaning within variety of texts.</p>	<p>9/10A Author's purpose and message within text, 9/10B text structure contributes to author's purpose discuss/explain/analyze 9/10C Author's use of print and graphic features to achieve author's purpose discuss/explain/analyze, 9/10D Author's use of words: help visualize, imagery, literal/figurative language i.e. simile, sound devices, onomatopoeia, alliteration, assonance, metaphor, 9/10E First/Third person point of view, 9/10F Author's use of language contributes to voice discuss/examine, 9/10G use of repetition/hyperbole/anecdote/stereotyping</p>
<p>6-<u>Writing</u></p> <p>Use the writing process recursively to compose multiple texts that are legible and use appropriate conventions.</p> <p>Uses genre characteristics and craft to compose multiple texts that are meaningful.</p>	<p>10/11A Plan a first draft: brainstorming/freewriting/mapping, 10/11B Draft: focused, structured, organized- introduction/conclusion/transitions, developed with specific/relevant/engaging ideas, details and facts reflecting depth of thought 10/11C Revise drafts: adding details/rearranging words/phrases/sentences, improve sentence structure/word choice/ combining and rearranging ideas for coherence and clarity 10/11D Edit drafts using standard English Conventions <u>complete sentences</u>: subject-verb agreement simple/compound, avoiding splices/run-ons and fragments <u>verbs</u>: past and present tense, future tense, irregular verbs <u>singular and plural nouns</u>: common and proper, collective <u>adjectives, including articles</u>: comparative and superlative forms <u>adverbs</u>: convey time/place/manner/frequency/degree/conjunctive <u>prepositions</u>: prepositions and prepositional phrases/influence on subject-verb agreement <u>pronouns</u>: subjective/objective/possessive cases/reflexive/ indefinite <u>coordinating conjunctions</u> to form compound subjects and predicates, sentences, subordinating conjunctions to form complex sentences <u>capitalization</u>: first letter in sentence/name/"I"/months/week days/salutation/letter conclusion/ official titles/ holidays/ geographical names/places, historical periods/events, documents, title books, stories/essays, languages, races, nationalities/ abbreviations, initials, acronyms, organizations <u>punctuation</u>: declarative/exclamatory/interrogative sentences, apostrophes in contractions/item in series/dates, commas in compound sentences/dialogue, quotation marks in dialogue, italics and underlining for titles/emphasis <u>correct spelling</u>: grade appropriate orthographic patterns, rules and high-frequency words 10/11E Share writing 11/12A Compose literary texts-personal narratives, poetry (3rd) using genre characteristics and craft (5th) fiction 11/12B Compose informational texts/procedural/reports/brief compositions about a topic with clear central idea and genre characteristics/craft 11/12C Compose correspondence: thank you notes/letters, (3rd-5th) argumentative text: opinion essays 12D Compose correspondence (4th-5th) requesting information</p>
<p>7-<u>Research</u></p> <p>Engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</p>	<p>12/13A Generate questions for formal/informal inquiry (3rd) on a topic 12/13B Develop and follow a research plan with adult assistance 12/13C Gather information from variety of sources to answer questions (2nd) on own 12D/13E Demonstrate understanding of information gathered (2nd) on own 13D identify primary and secondary sources 13F Recognize/differentiate the difference between paraphrasing and plagiarism, (2nd) cite sources, (3rd) create works cited page, (4th-5th) develop bibliography 12/13E Use appropriate mode of delivery whether written/oral/multimodal to present results</p>