

ELA Organizations' Recommendations for TEKS Framework

(b) Knowledge and Skills.

(1) Reading/writing/speaking/listening/multiple text types: Beginning and Sustaining Foundational Skills.

Students apply word structure knowledge and use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode and encode text which is read, written, spoken, and heard (print awareness, phonological awareness, phonics, spelling, vocabulary). Students are expected to speak coherently about the knowledge and relationships found when studying the structure and contextual meaning of words. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become independent, self-directed, and critical learners. Students are expected to:

(2) Reading/writing/speaking/listening/ multiple text types: Comprehension.

Students use a flexible range of metacognitive skills (monitor, question, visualize, determine importance, connect, infer, synthesis) to understand and respond to text which is read, written, spoken, and heard. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become independent, self-directed, and critical learners. Students are expected to:

(3) Reading/writing/speaking/listening/multiple text types: Fluency.

Students independently read and write self-selected and assigned multiple text types with fluency and comprehension for a sustained period of time and for a variety of purposes. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become independent, self-directed, and critical learners. Students are expected to:

(4) Reading/writing/speaking/listening/multiple text types: Discussion.

Students speak clearly, fluently, and concisely to convey viewpoints and comprehension of multiple genres which are read, written, and heard using the conventions of English language for a variety of audiences and purposes to communicate ideas effectively. Students will continue to apply earlier standards with greater depth in increasingly more complex contexts. Students are expected to:

(5) Reading/writing/speaking/listening/multiple text types: Collaboration.

Students work in teams toward common purposes. Students are expected to participate in teacher- and student-led inquiry by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others based from what is read, written, spoken, and heard. Students will continue to apply earlier standards with greater depth in increasingly more complex contexts. Students are expected to:

(6) Reading/writing/speaking/listening/multiple text types: Multiple Genres.

Students use multiple modes of discourse to analyze and compose literary and informational texts and media which is both oral and written for a variety of purposes and audiences. Students will make connections within and across genres. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(7) Reading/writing/speaking/listening/multiple text types: Author's Purpose and Craft.

Students use critical inquiry to analyze how words, literary elements, rhetorical devices, text structure, and visual and auditory features within and across genres communicate meaning. Students use mentor texts to influence the crafting of products and performances. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(8) Reading/writing/speaking/listening/multiple text types: Writing Process.

Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose multiple texts and media which are legible and use appropriate conventions. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(9) Reading/writing/speaking/listening/multiple text types: Inquiry.

Students engage in both short-term and sustained inquiry processes, formulate research questions, and develop a plan in self-selected and assigned purposes. Students locate, explore, and critically evaluate sources addressing a question and communicate the information they gather. Students will continue to apply earlier standards with greater depth in increasingly more complex contexts. Students are expected to:

(10) Reading/writing/speaking/listening/multiple text types: Research Process.

Students use elements of the research process (planning, gathering sources, synthesizing information, organizing, drafting, revising, editing, publishing/presenting) to compose and present information in a variety of modes. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: