

Introduction: The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are cumulative - students will continue to address earlier standards as needed while they attend to standards for their grade. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

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| Figure 19 | <p>Fig.19(D) make complex inferences about text and use textual evidence to support understanding</p> <p>Fig.19(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p> <p>Fig.19(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence</p> |
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| TEKS | Genre | Literary Texts Knowledge and Skills Statement |
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| 8.6 | Fiction | Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. |
| 8.4 | Poetry | Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. |
| 8.5 | Drama | Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. |
| 8.7 | Literary Nonfiction | Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. |
| 8.13 | Media Literacy (embedded) | Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. |

| TEKS | Genre | Informational Texts Knowledge and Skills Statement |
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| 8.10 | Expository | Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. |
| 8.11 | Persuasive | Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. |
| 8.12 | Procedural (embedded) | Students understand how to glean and use information in procedural texts and documents. |
| 8.13 | Media Literacy (embedded) | Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. |

| Rptg Cat | STAAR | Genre | Readiness Standards | Supporting Standards | Figure 19 |
|----------|-------|---------------|--|--|------------------------|
| 1 | 10 | Across Genres | 8.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes | 8.3(A) analyze literary works that share similar themes across cultures | 8.19(F) [Fig.19(F)] |
| | | | 8.2(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings | 8.3(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths) | |
| | | | 8.2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words | 8.9(A) analyze works written on the same topic and compare how the authors achieved similar or different purposes | |
| | | | | 8.11(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents | |

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| Figure 19 | Fig.19(D) make complex inferences about text and use textual evidence to support understanding Fig.19(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts Fig.19(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence |
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| Rptg Cat | STAAR | Genre | Readiness Standards | Supporting Standards | Figure 19 | | |
|--|-------|--|--|---|----------------------------------|---|--|
| 2 Understanding and Analysis of Literary Texts | 22 | Fiction | 8.6(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved 8.6(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict | 8.6(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective | 8.6 Fig.19(D) 8.6 Fig.19(E) | | |
| | | Poetry | | 8.4(A) compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry) | 8.4 Fig.19(D) 8.4 Fig.19(E) | | |
| | | Drama | | 8.5(A) analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays | 8.5 Fig.19(D) 8.5 Fig.19(E) | | |
| | | Literary Nonfiction | | 8.7(A) analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience | 8.7 Fig.19(D) 8.7 Fig.19(E) | | |
| | | Standards Assessed Across/Embedded Literary Genres | | | | | |
| | | | | | | 8.3(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work 8.8(A) explain the effect of similes and extended metaphors in literary text 8.13(A) evaluate the role of media in focusing attention on events and informing opinion on issues 8.13(C) evaluate various techniques used to create a point of view in media and the impact on audience | 8.3 Fig.19(D) 8.8 Fig.19(D) 8.13 Fig.19(D) |
| 3 Understanding and Analysis of Informational Texts | 20 | Expository | 8.10(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order 8.10(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns 8.10(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence | 8.10(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text | 8.10 Fig.19(D) 8.10 Fig.19(E) | | |
| | | Persuasive | | 8.11(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts | 8.11 Fig.19(D) 8.11 Fig.19(E) | | |
| | | Standards Assessed Across/Embedded Informational Genres | | | | | |
| | | | | | | 8.12(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose 8.13(A) evaluate the role of media in focusing attention on events and informing opinion on issues 8.13(C) evaluate various techniques used to create a point of view in media and the impact on audience | 8.12 Fig.19(D) 8.13 Fig.19(D) |
| STAAR | 52 | 31-36 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Fiction Expository) | | 16-21 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards) | | | |