



# READING LANGUAGE ARTS TEKS GUIDE USER'S GUIDE

BETA Version

## Contents

Accessing the TEKS Guide .....	2
Selecting a Browser.....	2
General Tips .....	2
Search the TEKS Guide .....	3
Overview Tab .....	4
Demonstrated Proficiency .....	5
Glossary Support.....	6
Supporting Information .....	7
Alignment Tab.....	8
Vertical Alignment .....	8
Focal Points .....	9
Breakouts .....	10
Resources.....	11


## Accessing the TEKS Guide


To access the TEKS Guide visit [www.teksguide.org](http://www.teksguide.org)


## Selecting a Browser

The TEKS Guide will run on the most recent versions of Edge, Chrome, and Firefox. If you have difficulty accessing any of the features, please try a different browser to see if that resolves the problem.

## General Tips

1. There is a page for each student expectation (SE). Romanettes (e.g., i, ii, iii) are treated as student expectations and have their own pages. For SEs with romanettes, the parent SE will not have a content page.
2. There are three or four tabs across the top of each SE page (Note: The Assessment Tab is not yet populated with additional assessment examples). Click on a tab to access content within the tab.
3. When you click on a different SE within an SE page, a new window or new browser tab will open. You should be able to navigate back to the original page by clicking on the original tab or window.
4. Click on this symbol to expand content on the page. 

Click on this symbol to collapse content on the page. 

5. Click on [← BACK TO TEKS SEARCH](#) to get back to the search page.
6. Click on this symbol for additional explanatory information. 

## Search the TEKS Guide

The screenshot shows the Texas Gateway search interface. At the top, there is a navigation bar with the Texas Gateway logo, links for TEKS, SEARCH, ABOUT, and MORE, and buttons for sign out and Dashboard. Below this is the 'Search TEKS Guide' section. It features three dropdown menus: '- Select Subject -', '- Select Grade/Course -', and '- Select Strand -'. To the right of these is a search input field labeled 'Type keywords here' with a magnifying glass icon and a 'RESET' button. Four numbered arrows (1, 2, 3, 4) point to the subject, grade/course, strand, and keyword input fields respectively.

1. Select Chapter 110. English Language Arts.
2. Select the grade level you would like to view.
3. Select the strand you would like to view.
4. If you type in a key word, all student expectations that include the key word will appear.

The list of student expectations for the strand will appear.

The screenshot shows the search results page for the TEKS Guide. The search filters are set to 'Chapter 110. English Language Arts...', 'English Language Arts and Reading...', and 'Comprehension skills'. The search input field is empty. The results are displayed as a list of student expectations, each with a checkbox on the right.

Student Expectation	Description	Checkbox
ELA.3.6.A	establish purpose for reading assigned and self-selected texts;	<input checked="" type="checkbox"/>
ELA.3.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;	<input checked="" type="checkbox"/>
ELA.3.6.C	make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<input checked="" type="checkbox"/>
ELA.3.6.D	create mental images to deepen understanding;	<input checked="" type="checkbox"/>
ELA.3.6.E	make connections to personal experiences, ideas in other texts, and society;	<input checked="" type="checkbox"/>
ELA.3.6.F	make inferences and use evidence to support understanding;	<input checked="" type="checkbox"/>
ELA.3.6.G	evaluate details read to determine key ideas;	<input checked="" type="checkbox"/>

Click on a student expectation (SE) to access the specific SE page.

## Overview Tab

1

2

TEKS Talk:  
English Language Arts and Reading.3.1.C

Associated Knowledge and Skills Statement ⓘ  
Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking, speaking, and

**listening, speaking, discussion, and thinking**  
This knowledge and skill statement is unique in that it focuses exclusively on the domains of listening and speaking as opposed to all four domains of language. In the oral language substrand, students will develop and enhance their skills in active listening, following and giving instructions, collaborating, and giving oral presentations.

OVERVIEW ALIGNMENTS

**English Language Arts and Reading.3.1.C** ⓘ  
The student is expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;

1. A TEKS Talk video provides an explanation of the strand to which the student expectation belongs.
2. Hover the cursor over underlined text in the knowledge and skills statement or the student expectation to view an explanation of the term or phrase.

3

TEKS Talk:  
English Language Arts and Reading.3.1.C

Associated Knowledge and Skills Statement ⓘ  
Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion.

OVERVIEW ALIGNMENTS RESOURCES

3. There are three or four tabs for each student expectation.

## Demonstrated Proficiency

The **Overview** tab includes one example of how to measure student proficiency of the student expectation or a portion of the SE. Examples include released STAAR items.

**Demonstrated Proficiency of ELA.3.3.B**

Racing Team

In paragraph 20, the word moistened means that the sand was made —

**A. wet** Correct  
Rationale: Carter uses a spray bottle to moisten the car after the sun “was drying out the sand.” This context is included to help the student know that the word moistened means that Carter made the sand “wet.”

**B. firm**  
Rationale: Although moistening the sand helped make it firmer, this is not the meaning of the word moistened.

**C. shiny**  
Rationale: Although something wet may be “shiny,” this is not the meaning of the word moistened.

**D. bright**  
Rationale: There is no context to support that moistening the sand would make it “bright.”

[Show Further Explanation](#) [Hide Answer](#)

4. For STAAR items, click on the title to view the related passage and to close the passage.
5. Click on *Show Answer* to view the correct answer and a rationale explaining why it is correct as well as explanations for why other answers are incorrect. Click on *Hide Answer* to hide the answers and rationales.
6. Click on *Show Further Explanation* to view additional information about how the item assesses the standard. Click on *Hide Further Explanation* to hide the further explanations.

Examples also include formative assessment activities.

### Demonstrated Proficiency of ELA.3.1.A

The following is one example of how to assess proficiency of this student expectation (SE) or a portion of the SE. More examples coming soon.

During a presentation by a peer in the classroom, encourage students to comment and ask questions to demonstrate their understanding of the information presented. Make anecdotal notes on relevant questions and comments shared by students to document which students have mastered the skill.

Behaviors to observe:

- Students are looking at the presenter or otherwise engaged in the presentation.
- Students are nodding or physically reacting to the information and presentation.
- Students ask questions or make comments about the information being presented.

### Further Explanation

For this assessment, students are required to show evidence of active listening and understanding of information through comments and questions. Students' comments and questions should directly link to the content of the presentation. If a student is off topic, this may indicate that the student did not understand or misinterpreted the concepts discussed.

## Glossary Support

Glossary support provides the explanations that appear with the SE and may include additional glossary terms for those who are less familiar with the standards

### Glossary Support for ELA.4.2.A.ii

closed syllable	a syllable that ends with a consonant (e.g., the words <i>tan</i> , <i>am</i> , and <i>left</i> )
decoding multisyllabic words	Students apply knowledge of letter-sound relationships in order to correctly pronounce words that are made of multiple syllables (e.g., <i>celebration</i> , <i>refrigerator</i> , <i>invisible</i> , <i>hippopotamus</i> ).
demonstrate and apply phonetic knowledge	When students demonstrate phonetic knowledge, they are not creating written content that incorporates an understanding of phonetic principles, but rather reviewing content and determining how the principles have been applied. Students will do this when decoding words they encounter in various formats, from activities in the classroom to stories they read for pleasure.
digraph	two successive letters that represent a single speech sound (e.g., <i>oo</i> in <i>moon</i> and <i>ow</i> in <i>how</i> ) Note that there are both vowel digraphs and consonant digraphs.
diphthong	also known as a vowel blend, the combination of two vowels in one syllable where two sounds are heard (e.g., <i>ou</i> in <i>cloud</i> , and <i>oi</i> in <i>boil</i> ) Note that the <i>ou</i> combination can function as a diphthong or digraph depending on the sound: it is a diphthong in the word <i>couch</i> / <i>ou</i> / and a digraph in the word <i>cough</i> / <i>aw</i> /.
final stable syllable	a syllable that occurs in the final position of a word and has an unexpected but reliable pronunciation
open syllable	a syllable that ends with a vowel (e.g., the words <i>we</i> and <i>go</i> )
r-controlled syllable	a syllable that includes a vowel followed by the consonant <i>r</i> so its pronunciation is influenced by the / <i>r</i> / and is neither a long or short vowel sound (e.g., <i>farm</i> , <i>her</i> , <i>first</i> )
Vc syllable	a syllable that includes a vowel followed by a consonant followed by a silent <i>e</i> ; in this type of syllable, the first vowel is usually long
vowel team	two vowels that together represent one phoneme or sound (e.g., <i>ea</i> , <i>ai</i> , <i>oa</i> , <i>ou</i> ) Two types of vowel teams are vowel digraphs and diphthongs.

## Supporting Information

Supporting information shows the related student expectation from the 2009 version of the standards if there is one.

### Supporting Information for ELA.5.3.B

**Related 2009 Student Expectation**

This student expectation is related to the following SE from the 2009 reading/language arts TEKS.

(2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:

(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

Supporting information also includes research that supports instruction in the student expectation.

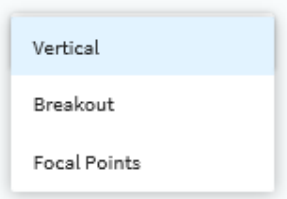
### Research

1. Kuhn, M. R., & Stahl, S. A. (1998). Teaching children to learn word meanings from context: A synthesis and some questions. *Journal of Literacy Research*, 30(1), 119–138. doi:10.1080/10862969809547983  
**Summary:** This article is an overview of 14 studies that focused on different strategies to improve the students' ability to learn word meaning by using context. The primary findings show that strategy was not a variance in students' learning but practicing the strategy was a factor. The conclusion is that each strategy is of value, but the student must be given ample time to practice the skill.
2. Ehri, L. C., & Rosenthal, J. (2007). Spellings of words: A neglected facilitator of vocabulary learning. *Journal of Literacy Research*, 39(4), 389–409. doi:10.1080/10862960701675341  
**Summary:** This topic of this study is the importance of spelling in retaining the meaning and pronunciation of words. The authors review theory and evidence, which reveals that spelling is routinely overlooked as a critical element in learning vocabulary.



## Alignment Tab

Information in the **Alignment** tab helps teachers make connections within and among the student expectations. The drop-down menu in the top right-hand corner of the page provides access to the three alignment sections.



### Vertical Alignment

1. Click on the *Previous grade* arrow to view related student expectations that appear in previous grade levels down to kindergarten.
2. Click on the *Next grade* arrow to view related student expectations that appear in higher grade levels up to English IV.

ENGLISH LANGUAGE ARTS AND READING.3.3.B — **Vertical Alignment** Vertical

Vertical alignment shows student expectations in the same subject area at different grade levels that are related to or build upon one another.

Previous grade

**ELA.2.3.B**  
The student is expected to use context within and beyond a sentence to determine the meaning of unfamiliar words;  
[Go to ELA.2.3.B](#)

**ENGLISH LANGUAGE ARTS AND READING.3.3.B**  
The student is expected to use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;

**ELA.4.3.B**  
The student is expected to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;  
[Go to ELA.4.3.B](#)

3. Click on *Go to ELA.#.#.X* to view the page for that student expectation in a new window. The original SE can be accessed in the original window.

## Focal Points

The focal points are intended to show the multiple connections among student expectations within the grade level. Student expectations can be viewed in three additional categories: *Foundational Skills*, *Oral and Written Comprehension*, and *Oral and Written Expression*. A student expectation might be included in one, two, or three categories.

**Note:** A few student expectations do not appear in any of the three categories.

ENGLISH LANGUAGE ARTS AND READING.3.1.A — Focal Points

Focal Points

**Foundational Skills**

Students develop and sustain basic skills related to the four domains of language. Students apply foundational knowledge to improve listening, speaking (oral language), reading (beginning reading, self-sustained reading, vocabulary, and fluency), and writing (beginning writing) skills.

**Oral and Written Comprehension**

Students develop and sustain comprehension skills while listening and reading. Students use metacognitive skills to determine author's purpose, analyze craft, and recognize genre characteristics and structures in increasingly complex texts.

**Oral and Written Expression**

Students develop and sustain oral and written language skills to communicate their ideas effectively using appropriate language conventions. Students consider audience and purpose while applying appropriate genre characteristics and craft and determining the appropriate mode of delivery.

**Oral and Written Comprehension**

Students develop and sustain comprehension skills while listening and reading. Students use metacognitive skills to determine author's purpose, analyze craft, and recognize genre characteristics and structures in increasingly complex texts.

**4** → **ELA.3.1.A** listen actively, ask relevant questions to clarify information, and make pertinent comments;

**5** → **ELA.3.2.A.ii** decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

**ELA.3.2.A.iii** decoding compound words, contractions, and abbreviations;

4. On a focal point page, the student expectation appears in bold along with other SEs in the related category.
5. Click on any student expectation to go the specific page for that SE.

## Breakouts

Breakouts allow a teacher to visualize each component of a student expectation.


The screenshot shows the Texas Gateway website interface. At the top, there is a navigation bar with 'Texas Gateway for online resources by TEA', 'TEKS', 'SEARCH', 'ABOUT', and 'MORE'. On the right, there are 'sign out' and 'Dashboard' buttons. Below the navigation bar, the page title is 'Chapter 110. English Language Arts and Reading / Grade 3 / Developing and sustaining foundational language skills'. The main content area features a circular icon and the heading 'ENGLISH LANGUAGE ARTS AND READING.3.3.B -- Breakout of skills'. A dropdown menu is set to 'Breakout'. Below this, a tree diagram illustrates the breakdown of the student expectation. The root node is 'The student is expected to', which has a plus sign and a blue arrow with the number '6' pointing to it. This node branches into 'use context', which further branches into 'within a sentence to determine the meaning of' and 'beyond a sentence to determine the meaning of'. Each of these nodes branches into 'unfamiliar words' and 'multiple-meaning words'.

6. Click on the + symbol to view each distinct part of the student expectation.

## Resources Tab


The **Resources** tab provides access to Texas Gateway resources related to the student expectation. Resources are organized into four categories.

1. **SE Specific Resources** are the most directly related to the student expectation at the grade level.

**SE Specific Resources** 


Synthesize Ideas in Informational/Expository Text

Lesson Study lessons and OnTrack lessons will appear in this category.

 **Texas Gateway**  
for online resources by TEA

[TEKS](#) [SEARCH](#) [ABOUT](#) [MORE](#)

[sign out](#) [Dashboard](#)

 **Being a Reading Detective**  
Lesson Study ID: **TXLS036** Grade Range: **3**

**SECTIONS**

- [Overview](#)
- [Materials and Assessment](#)
- [Background and Research](#)
- [Unit Timeline](#)
- [Research Lesson](#)
- [Lesson Evaluation Metrics](#)
- [Post-lesson Reflection and Recommendations](#)

### Overview

Research Lesson TEKS: **English Language Arts and Reading 3(F19)(D)**

**Key Vocabulary**


infer, drawing conclusions, making predictions, context clues

**Brief Description of Research Lesson**

Students will infer, make predictions, and draw conclusions based on evidence in the text to figure out what an author is not saying directly.

The following lesson was designed by Billie Fredricks, Stacie King, and Laura Redden, educators at Onalaska Elementary School in Onalaska Independent School District of ESC Region 6.

The Lesson Observation (video) was taught by Billie Fredricks to 16 students in the 2017 spring semester.



2. **SE Related Resources** are also related to the student expectation but may apply to multiple grades or the grade level above or below.

### SE Related Resources

- [Writing Expository Text Summaries](#)
- [Writing Expository Essays](#)
- [Write for Texas Overview Video](#)

An example of an SE related resource is a Write for Texas resource for grades 5–12.

The screenshot shows the Texas Gateway website interface. At the top, there is a navigation bar with the Texas Gateway logo, links for TEKS, SEARCH, ABOUT, and MORE, and buttons for sign out and Dashboard. Below this is a breadcrumb trail: Teaching Expository and Persuasive Texts, with previous and next buttons. The main content area features a resource card for 'Writing Expository Text Summaries' with a 'Write for Texas' logo, Resource ID: TEPT0002, Grade Range: 5-12, and an 'Add to list' button. On the left, a 'SECTIONS' sidebar lists: Expository Summary Elements (selected), Expository Text Structures, Guidelines for Writing Expository Summaries, and Expository Summaries. The main content area is titled 'Expository Summary Elements' and contains the following text: 'This resource presents instructional practices for writing summaries of expository text in English language arts, mathematics, science, and social studies classes. Download and print the handout packet for this resource by clicking the button below.' Below this is a 'Download Now' button. Further down, it states: 'Summary writing is an authentic writing task commonly used in a variety of contexts across content areas. However, students seldom receive explicit content area instruction on how to write a good summary. Summarizing a text involves both reading and writing. It requires deeply comprehending the text—for example, being able to distinguish important from less important information—and writing a concise synthesis of the important points. In general, summaries are shorter than the original text, requiring writers to condense information. A good written summary includes a specific set of elements. Locate the Elements of an Expository Text Summary and Expository Text Summary Mini-Chart handouts from the handout packet. Read the elements of expository text summaries. The mini-chart can be placed in students' writer's journals or

3. **Dyslexia Resources** include resources to support students with dyslexia.

### Dyslexia Resources

- [Phonics and Spelling Information \(Literacy Achievement Academy\)](#)
- [Spelling \(International Dyslexia Association\)](#)
- [Graphophonemic Knowledge Routines and Teaching Tools](#)

4. **General Resources** provide information that is more broadly related to the content of the student expectation.

**General Resources** ↻

Texas Adolescent Literacy Academy Tier I: Content Areas

Formal Writing Across the Content Areas

The **Resources** tab also includes a list of State Board of Education-adopted instructional materials for the grade level.

TEKS SEARCH ABOUT MORE

[sign out](#) [Dashboard](#)

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← BACK TO TEKS SEARCH
Chapter 44. English Language Arts and Reading / Grade 5 / Comprehension skills

**Related Instructional Materials—Proclamation 2019** 5 6 ↻

English Language Arts and Reading		TEKS Coverage	ELPS Coverage
	<b>Collaborative Literacy: Texas Edition, Grade 5</b> Center for the Collaborative Classroom ISBN: 9781582464530	Meets 81.84% of TEKS	Meets 100% of ELPS
	<b>Texas Houghton Mifflin Harcourt Into Reading Digital Classroom Package Grade 5</b> Houghton Mifflin Harcourt ISBN: 9781522560133	Meets 100% of TEKS	Meets 100% of ELPS
	<b>Imagination Reading</b> Imagination Station, Inc./station ISBN: 9781595524578	Meets 100% of TEKS	Meets 100% of ELPS
	<b>Raz-Plus ELL Edition Learning A-Z, LLC.</b> ISBN: 9780962552541	Meets 84.82% of TEKS	Meets 100% of ELPS
<b>McGraw-Hill</b>			
	<b>Texas Wonders Grade 5</b> McGraw-Hill School Division ISBN: 9780076876112	Meets 100% of TEKS	Meets 100% of ELPS
	<b>Texas myView Literacy—Online, Grade 5</b> Pearson Education, Inc., publishing as Scott Foresman ISBN: 9780134905379 ISBN: 9780027825193	Meets 100% of TEKS	Meets 100% of ELPS
Handwriting		TEKS Coverage	ELPS Coverage
Image Not Available	<b>Handwriting Without Tears 3rd Grade Learning Without Tears</b> ISBN: 9781599814882	Meets 100% of TEKS	ELPS—N/A
	<b>Benson Handwriting, Grade 5 Transition, vertical manuscript/cursive</b> Perfection Learning Corporation ISBN: 9781331113890	Meets 100% of TEKS	ELPS—N/A

5. The percent of Texas Essential Knowledge and Skills coverage for each set of materials is listed.
6. The percent of English language proficiency standards (ELPS) coverage is also listed.