The January 2020 version of the TEKS Vertical Alignment for Reading Language Arts has been updated to include the revised English language arts and reading TEKS for elementary and middle school, which are to be implemented in classrooms beginning with the 2019-2020 school year. For the 2020-2021 school year, the revised English language arts and reading TEKS for high school are to be implemented in classrooms, and a new version of the TEKS Vertical Alignment for Reading Language Arts will be posted.

The January 2020 version of this document is valid only for the 2019-2020 school year.

**Strand 1 – Oral Language Skills.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- use a resource such as a picture dictionary or digital resource to find words (K)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (K)
- identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations (K)
- use a resource such as a picture dictionary or digital resource to find words (1)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1)
- identify the meaning of words with the affixes -s, -ed, and -ing (1)
- identify and use words that name actions, directions, positions, sequences, categories, and locations (1)
- use print or digital resources to determine meaning and pronunciation of unknown words (2)
- use context within and beyond a sentence to determine the meaning of unfamiliar words (2)
- identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; (2)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2)
- use print or digital resources to determine meaning, syllabication, and pronunciation (3)
- use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (3)
- identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (3)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (3)
- use print or digital resources to determine meaning, syllabication, and pronunciation (4)
- use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (4)
- determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter (4)
- identify, use, and explain the meaning of homophones such as reign/rain (4)
- use print or digital resources to determine meaning, syllabication, pronunciation, and word origin (5)
- use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (5)
- identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo (5)
- identify, use, and explain the meaning of adages and puns (5)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (6)
- use context such as definition, analogy, and examples to clarify the meaning of words (6)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus (6)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (7)
- use context such as contrast or cause and effect to clarify the meaning of words (7)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent (7)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (8)
- use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words (8)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc (8)

**Strand 2 – Comprehension Skills.** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- make connections to personal experiences, ideas in other texts, and society with adult assistance (K)
- make inferences and use evidence to support understanding with adult assistance (K)
- synthesize information to create new understanding with adult assistance (K)
- make connections to personal experiences, ideas in other texts, and society with adult assistance (1)
- make inferences and use evidence to support understanding with adult assistance (1)
- synthesize information to create new understanding with adult assistance (1)
- make connections to personal experiences, ideas in other texts, and society (2)
- make inferences and use evidence to support understanding (2)
- synthesize information to create new understanding (2)
- make connections to personal experiences, ideas in other texts, and society (3)
- make inferences and use evidence to support understanding (3)
- synthesize information to create new understanding (3)
- make connections to personal experiences, ideas in other texts, and society (4)
- make inferences and use evidence to support understanding (4)
- synthesize information to create new understanding (4)
- make connections to personal experiences, ideas in other texts, and society (5)
- make inferences and use evidence to support understanding (5)
- synthesize information to create new understanding (5)
- make connections to personal experiences, ideas in other texts, and society (6)
- make inferences and use evidence to support understanding (6)
- synthesize information to create new understanding (6)
- make connections to personal experiences, ideas in other texts, and society (7)
- make inferences and use evidence to support understanding (7)
- synthesize information to create new understanding (7)
- make connections to personal experiences, ideas in other texts, and society (8)
- make inferences and use evidence to support understanding (8)
- synthesize information to create new understanding (8)
**Strand 3 – Response Skills.** Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- use text evidence to support an appropriate response (K)
- retell texts in ways that maintain meaning (K)
- use text evidence to support an appropriate response (1)
- retell texts in ways that maintain meaning (1)
- use text evidence to support an appropriate response (2)
- retell and paraphrase texts in ways that maintain meaning and logical order (2)
- use text evidence to support an appropriate response (3)
- retell and paraphrase texts in ways that maintain meaning and logical order (3)
- use text evidence to support an appropriate response (4)
- retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (4)
- use text evidence to support an appropriate response (5)
- retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (5)
- use text evidence to support an appropriate response (6)
- paraphrase and summarize texts in ways that maintain meaning and logical order (6)
- use text evidence to support an appropriate response (7)
- paraphrase and summarize texts in ways that maintain meaning and logical order (7)
- use text evidence to support an appropriate response (8)
- paraphrase and summarize texts in ways that maintain meaning and logical order (8)

**Strand 4 – Multiple genres.** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- discuss topics and determine the basic theme using text evidence with adult assistance (K)
- identify and describe the main character(s) (K)
- describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (K)
- describe the setting (K)
- discuss topics and determine theme using text evidence with adult assistance (1)
- describe the main character(s) and the reason(s) for their actions (1)
- describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)
- describe the setting (1)
- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character’s (characters’) internal and external traits (2)
- describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (2)
- describe the importance of the setting (2)
- infer the theme of a work, distinguishing theme from topic (3)
- explain the relationships among the major and minor characters (3)
- analyze plot elements, including the sequence of events, the conflict, and the resolution (3)
- explain the influence of the setting on the plot (3)
• infer basic themes supported by text evidence (4)
• explain the interactions of the characters and the changes they undergo (4)
• analyze plot elements, including the rising action, climax, falling action, and resolution (4)
• explain the influence of the setting, including historical and cultural settings, on the plot (4)
• infer multiple themes within a text using text evidence (5)
• analyze the relationships of and conflicts among the characters (5)
• analyze plot elements, including rising action, climax, falling action, and resolution (5)
• analyze the influence of the setting, including historical and cultural settings, on the plot (5)
• infer multiple themes within and across texts using text evidence (6)
• analyze how the characters' internal and external responses develop the plot (6)
• analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback (6)
• analyze how the setting, including historical and cultural settings, influences character and plot development (6)
• infer multiple themes within and across texts using text evidence (7)
• analyze how characters' qualities influence events and resolution of the conflict (7)
• analyze plot elements, including the use of foreshadowing and suspense, to advance the plot (7)
• analyze how the setting influences character and plot development (7)
• analyze how themes are developed through the interaction of characters and events (8)
• analyze how characters' motivations and behaviors influence events and resolution of the conflict (8)
• analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development (8)
• explain how the setting influences the values and beliefs of characters (8)

Multiple genres: Listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

• discuss rhyme and rhythm in nursery rhymes and a variety of poems (K)
• recognize characteristics and structures of informational text, including:
  o the central idea and supporting evidence with adult assistance (K)
  o the steps in a sequence with adult assistance (K)
• discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1)
• recognize characteristics and structures of informational text, including:
  o the central idea and supporting evidence with adult assistance (1)
  o organizational patterns such as chronological order and description with adult assistance (1)
• explain visual patterns and structures in a variety of poems (2)
• recognize characteristics and structures of informational text, including:
  o the central idea and supporting evidence with adult assistance (2)
  o organizational patterns such as chronological order and cause and effect stated explicitly (2)
• explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems (3)
• recognize characteristics and structures of informational text, including:
  o the central idea with supporting evidence (3)
  o organizational patterns such as cause and effect and problem and solution (3)
• explain figurative language such as simile, metaphor, and personification that the poet uses to create images (4)
• recognize characteristics and structures of informational text, including:
  o the central idea with supporting evidence (4)
  o organizational patterns such as compare and contrast (4)
• explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms (5)
• recognize characteristics and structures of informational text, including:
  o the central idea with supporting evidence (5)
  o organizational patterns such as logical order and order of importance (5)
• analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms (6)
• analyze characteristics and structural elements of informational text, including:
  o the controlling idea or thesis with supporting evidence (6)
  o organizational patterns such as definition, classification, advantage, and disadvantage (6)
• analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms (7)
• analyze characteristics and structural elements of informational text, including:
  o the controlling idea or thesis with supporting evidence (7)
  o organizational patterns that support multiple topics, categories, and subcategories (7)
• analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry (8)
• analyze characteristics and structural elements of informational text, including:
  o the controlling idea or thesis with supporting evidence; (8)
  o multiple organizational patterns within a text to develop the thesis (8)
• analyze characteristics of multimodal and digital texts (8)

**Strand 5 – Author’s purpose and craft.** Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

• discuss with adult assistance the author’s purpose for writing text (K)
• discuss with adult assistance how the use of text structure contributes to the author's purpose (K)
• discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (K)
• discuss with adult assistance how the author uses words that help the reader visualize (K)
• listen to and experience first- and third-person texts (K)
• discuss the author’s purpose for writing text (1)
• discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (1)
• discuss how the author uses words that help the reader visualize (1)
• listen to and experience first- and third-person texts (1)
• explain the author’s purpose and message within a text (3)
• explain the author's use of print and graphic features to achieve specific purposes (3)
• describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes (3)
• identify the use of literary devices, including first- or third-person point of view (3)
• explain the author's purpose and message within a text (4)
• analyze the author's use of print and graphic features to achieve specific purposes (4)
• describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (4)
• identify and understand the use of literary devices, including first- or third-person point of view (4)
• explain the author's purpose and message within a text (5)
• analyze the author's use of print and graphic features to achieve specific purposes (5)
• describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes (5)
• identify and understand the use of literary devices, including first- or third-person point of view (5)
• explain the author's purpose and message within a text (6)
• analyze the author's use of print and graphic features to achieve specific purposes (6)
• describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (6)
• identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose (6)
• explain the author's purpose and message within a text (7)
• analyze the author's use of print and graphic features to achieve specific purposes (7)
• describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (7)
• identify the use of literary devices, including subjective and objective point of view (7)
• explain the author's purpose and message within a text (8)
• analyze the author's use of print and graphic features to achieve specific purposes; (8)
• describe how the author's use of figurative language such as extended metaphor achieves specific purposes (8)
• identify and analyze the use of literary devices, including multiple points of view and irony (8)