

Texas Essential Knowledge and Skills (TEKS)

Texas Essential Knowledge and Skills for English Language Arts and Reading, Chapter 110, and Texas Essential Knowledge and Skills for English as a Second Language, Chapter 118

Listening and Speaking

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(C) understand the major ideas and supporting evidence in spoken messages

(E) distinguish and produce sounds and intonation patterns of English

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(D) monitor his/her own understanding of the spoken message and seek clarification as needed

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(E) use effective rate, volume, pitch, and tone for the audience and setting

Reading

(6) Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) demonstrate the expectation appropriate for ESL or SLA, as follows:

(i) use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able

Writing

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:

(C) write to inform such as to explain, describe, report, and narrate