

**Project Citizen Correlation of TEKS for 5th-8th Grade  
Texas Essential Knowledge and Skills**

**English Language Arts and Reading**

Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems,  
or to enjoy and appreciate; (5-8)

(B) eliminate barriers to effective listening; (5-8)

(C) understand the major ideas and supporting evidence in spoken messages;  
and (5-8)

(D) listen to learn by taking notes, organizing, and summarizing spoken ideas.  
(6-8)

(2) Listening/speaking/audiences. The student speaks clearly and appropriately to different  
audiences for different purposes and occasions. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion; (5-8)

(B) demonstrate effective communications skills that reflect such demands as interviewing,  
reporting, requesting, and providing information; (5-8)

(C) generate criteria to evaluate his/her own oral presentations and the presentations of others; and (6-8)

(D) clarify and support spoken ideas with evidence, elaborations, and examples. (4-8)

(3) Reading/variety of texts. The student reads widely for different purposes in varied sources.

The student is expected to:

(A) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines

when reading for information or pleasure; (5)

(B) Select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers,

manuals, and electronic texts when reading for information or pleasure; and (6-8)

(C) read to take action such as to complete forms, make informed recommendations, and

write a response. (6-8)

(4) Reading/vocabulary development. The student acquires an extensive vocabulary

through reading and systematic word study. The student is expected to:

(p.2)

(A) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and

software, to clarify meaning and usage; and (5-8)

(B) study word meanings systematically such as across curricular content areas and through

current events. (5-8)

(5) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:

(A) use his/her own knowledge and experience to comprehend; (5-8)

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems; (5-8)

(C) determine a text's main (or major) ideas and how those ideas are supported with details; (5-8)

(D) paraphrase and summarize text to recall, inform, or organize ideas; (5-8)

(E) draw inferences such as conclusions or generalizations and support them with text evidence and experience; (5-8)

(F) distinguish fact and opinion in various texts; (5-8)

(G) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer; and (5-8)

(H) represent text information in different ways such as in outline, timeline, or graphic organizer. (5-8)

(6) Reading/Literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts; (5-8)

(B) support responses by referring to relevant aspects of text and his/her own experiences; and (5-8)

(C) connect, compare, and contrast ideas, themes, and issues across text. (5-8)

(7) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain; (5-8)  
(p.3)

(8) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study; (5-8)

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information; (5-8)

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions; (5-8)

(D) interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions; (5-8)

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts; (5-8)

(F) produce research projects and reports in effective formats for various audiences; (5-8)

(G) draw conclusions from information gathered from multiple sources; (5-8)

(H) use compiled information and knowledge to raise additional, unanswered questions;  
and (5-8)

(I) present organized statements, reports, and speeches using visuals or media to support meaning. (6-8)

(9) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve;  
(5-8)

(B) write to influence such as to persuade, argue, and request; and (5-8)

(C) write to inform such as to explain, describe, report, and narrate. (5-8)

(10) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate; (5-8)

(B) use resources to find correct spellings; and (5-8)

(C) spell accurately in final drafts. (5-8)  
(p.4)

(11) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(A) write in complete sentences, varying the types such as compound and complex to match meanings and purposes; (5)

(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses; and (6)

(C) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses. (7-8)

(12) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs; (5-8)

(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text; (5-8)

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text;  
(5-8)

(D) revise drafts for coherence, progression, and logical support of ideas; (5-8)

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence

structure, and appropriate word choice; (5-8)

(F) use available technology to support aspects of creating, revising, editing, and publishing texts; (5-8)

(G) refine selected pieces frequently to “publish” for general and specific audiences; (5-8)

(H) proofread his/her own writing and that of others; and (5-8)

(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts. (5-8)

(13) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to :

(A) frame questions to direct research; (5-8)

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer; (5-8)

(p.5)

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches; (5-8)

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines; (5-8)

(E) present information in various forms using available technology; (5-8)

(F) evaluate his/her own research and frame new questions for further investigation; and (5-8)

(G) follow accepted formats for writing research, including documenting sources. (6-8)

(14) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(A) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations; and (5-8)

(B) use media to compare ideas and points of view. (5-8)

## Science

(1) Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:

(A) plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology; (5)

(B) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting and using equipment and technology; (6-8)

(C) collect information by observing and measuring; (5-8)

(D) analyze and interpret information to construct reasonable explanations from direct and indirect evidence; (5-6)

(E) organize, analyze, make inferences, and predict trends from direct and indirect evidence;  
(6-7)

(F) communicate valid conclusions; (5-8)

(p.6)

(G) construct simple graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate information; and (5)

(H) construct graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate data. (6-8)

## Social Studies

(1) Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:

(A) explain how individuals can participate in civic affairs and political parties at the national level. (5)

(2) Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:

(A) identify and explain the importance of voluntary civic participation in democratic societies; and (6)

(B) explain relationships among rights and responsibilities in democratic societies. (6)

(3) Citizenship. The student understands the rights and responsibilities of Texas citizens. The student is expected to:

(A) identify civic responsibilities of Texas citizens. (7)

(4) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(A) identify different points of view of political parties and interest groups on important Texas issues; and (7)

(B) describe the importance of free speech and press in a democratic society. (7)

(5) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:

(A) identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries. (8)

(p.7)

(6) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(A) evaluate the contributions of the Founding Fathers as models of civic virtue. (8)

(7) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews, biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas; (5)

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (5-8)

(C) organize and interpret information in outlines, reports, databases and visuals including graphs, charts, timelines, and maps; (5-8)

(D) identify different points of view about an issue or topic; (5-6)

(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs; and (5-8)

(F) support a point of view on a social studies issue or event. (7-8)

(8) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly; (5-8)

(B) incorporate main and supporting ideas in verbal and written communications; (5-6)

(C) express ideas orally based on research and experiences; (5-6)

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographics; (5-6)

(E) use standard grammar, spelling, sentence structure, and punctuation; (5-8)

(F) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (7-8)

(G) create written, oral, and visual presentations of social studies information. (7-8)

(p.8)

(9) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution; and (5-8)

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (5-8)



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Texas Essential Knowledge and Skills

English Language Arts and Reading

Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems,  
or to enjoy and appreciate;

(B) eliminate barriers to effective listening;

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

(2) Listening/speaking/audiences. The student speaks clearly and appropriately to different  
audiences for different purposes and occasions. The student is expected to:

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

(B) demonstrate effective communications skills that reflect such demands as interviewing,  
reporting, requesting, and providing information; and

(C) clarify and support spoken ideas with evidence, elaborations, and examples.

(3) Reading/variety of texts. The student reads widely for different purposes in varied sources.

The student is expected to:

(A) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure.

(4) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and

software, to clarify meaning and usage; and

(B) study word meanings systematically such as across curricular content areas and through current events.

(5) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:

(A) use his/her own knowledge and experience to comprehend;

(B) establish and adjust purposes for reading such as reading to find out, to understand, to

interpret, to enjoy, and to solve problems;

(p.2)

(C) determine a text's main (or major) ideas and how those ideas are supported with

details;

(D) paraphrase and summarize text to recall, inform, or organize ideas;

(E) draw inferences such as conclusions or generalizations and support them with text evidence and experience;

(F) distinguish fact and opinion in various texts;

(G) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer; and

(H) represent text information in different ways such as in outline, timeline, or graphic organizer.

(6) Reading/Literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts;

(B) support responses by referring to relevant aspects of text and his/her own experiences; and

(C) connect, compare, and contrast ideas, themes, and issues across text.

(7) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain;

(8) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study;

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information;

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions;

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(D) interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions;

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts;

(F) produce research projects and reports in effective formats for various audiences;

(G) draw conclusions from information gathered from multiple sources;

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and

(I) present organized statements, reports, and speeches using visuals or media to support meaning.

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(10) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The student is expected to:

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(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text;

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(A) frame questions to direct research;

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines;

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(D) communicate valid conclusions; and

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(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases and visuals including graphs, charts, timelines, and maps;

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(D) identify different points of view about an issue or topic; and

(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(3) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communications;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographics; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

(4) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

## English Language Arts and Reading

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