

ELA TEKS

The Monkey's Paw

[Grade 7](#), [Grade 8](#), [Grade 9](#)

§110.23. English Language Arts and Reading, Grade 7

B.5.B generate questions about text before, during, and after reading to deepen understanding and gain information;

B.5.C make and correct or confirm predictions using text features, characteristics of genre, and structures;

B.5.F make inferences and use evidence to support understanding;

B.5.G evaluate details read to determine key ideas;

B.5.H synthesize information to create new understanding; and

B.5.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

B.6.C use text evidence to support an appropriate response;

B.6.F respond using newly acquired vocabulary as appropriate;

B.6.G discuss and write about the explicit or implicit meanings of text;

B.7.A infer multiple themes within and across texts using text evidence;

B.7.C analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and

B.9.A explain the author's purpose and message within a text;

B.10.B develop drafts into a focused, structured, and coherent piece of writing by:

B.10.B i organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

B.10.B ii developing an engaging idea reflecting depth of thought with specific facts and details;

B.10.C revise drafts for clarity, development, organization, style, word choice, and sentence variety;

B.10.D edit drafts using standard English conventions, including:

B.10.D.i complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

B.10.D.ii consistent, appropriate use of verb tenses;

B.10.D.iii conjunctive adverbs;

B.10.D.iv prepositions and prepositional phrases and their influence on subject-verb agreement;

B.10.D.v pronouns, including relative;

B.10.D.vi subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

B.10.D.vii capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;

B.10.D.viii punctuation marks, including commas in complex sentences, transitions, and introductory; and

B.10.D.ix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

B.10.E publish written work for appropriate audiences.

B.11.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

§110.24. English Language Arts and Reading, Grade 8

B.5.B generate questions about text before, during, and after reading to deepen understanding and gain information;

B.5.C make and correct or confirm predictions using text features, characteristics of genre, and structures;

B.5.F make inferences and use evidence to support understanding;

B.5.G evaluate details read to determine key ideas;

B.5.H synthesize information to create new understanding; and

B.5.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

B.6.B write responses that demonstrate understanding of texts, including comparing sources within and across genres;

B.6.C use text evidence to support an appropriate response;

B.6.F respond using newly acquired vocabulary as appropriate;

B.6.G discuss and write about the explicit or implicit meanings of text;

B.7.A infer multiple themes within and across texts using text evidence;

B.7.C analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and

B.9.A explain the author's purpose and message within a text;

B.10.A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

B.10.B develop drafts into a focused, structured, and coherent piece of writing by:

B.10.B i organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

B.10.B ii developing an engaging idea reflecting depth of thought with specific facts and details;

B.10.C revise drafts for clarity, development, organization, style, word choice, and sentence variety;

B.10.D edit drafts using standard English conventions, including:

B.10.Di complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

B.10.Dii consistent, appropriate use of verb tenses;

B.10.Diii conjunctive adverbs;

B.10.Div prepositions and prepositional phrases and their influence on subject-verb agreement;

B.10.Dv pronouns, including relative;

B.10.Dvi subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

B.10.Dvii capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;

B.10.Dviii punctuation marks, including commas in complex sentences, transitions, and introductory elements; and

B10.Dix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

B.10.E publish written work for appropriate audiences.

B11.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

§110.36. English Language Arts and Reading, English I

B.4.A establish purpose for reading assigned and self-selected texts;

B.4.B generate questions about text before, during, and after reading to deepen understanding and gain information;

B.4.C make and correct or confirm predictions using text features, characteristics of genre, and structures;

B.4.F make inferences and use evidence to support understanding;

B.4.G evaluate details read to determine key ideas;

B.4.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

B.5 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:

B.5.B write responses that demonstrate understanding of texts, including comparing texts within and across genres;

B.5.C use text evidence and original commentary to support a comprehensive response;

B.5.F respond using acquired content and academic vocabulary as appropriate;

B.5.H respond orally or in writing with appropriate register, vocabulary, tone, and voice;

B.6 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:

B.6.A analyze how themes are developed through characterization and plot in a variety of literary texts;

B.6.C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

B.7 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:

B.7.A read and respond to American, British, and world literature;

B.7.C analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;

B.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

B.9.A plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

B.9.B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

B.9.Bi using an organizing structure appropriate to purpose, audience, topic, and context; and

B.9.Bii developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;

B.9.C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

B.9.D edit drafts using standard English conventions, including:

B.9.Di a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

B.9.Dii consistent, appropriate use of verb tense and active and passive voice;

B.9.Diii pronoun-antecedent agreement;

B.9.Div correct capitalization;

B.9.Dv punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and

B.9.D vi correct spelling; and

B.9.E publish written work for appropriate audiences.

B.10.A compose literary texts such as fiction and poetry using genre characteristics and craft.