

## ***Between the Lines* Visit TEKS Typically Covered**

Teachers who bring student groups to participate in a *Between the Lines* visit can expect the following TEKS to be addressed during the gallery lesson. Because art encompasses the wide-ranging experiences of humanity, students will also consider content relevant to Social Studies, Fine Arts, and STEM concepts. Given the breadth of opportunities for a lesson, a full list of TEKS would be impossible. Thus, the TEKS listed below are primarily skills-based, and are organized by *grade level* for **English Language Arts & Reading**.

*\* Please note that incorporating writing, research, or art activities with these lessons expands the TEKS that are addressed.*

## Kindergarten

### **English Language Arts and Reading §110.2**

#### *(b) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively and ask questions to understand information and answer questions using multi-word responses; (C) share information and ideas by speaking audibly and clearly using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns.
  - (6) 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: (A) describe personal connections to a variety of sources; (B) provide an oral, pictorial, or written response to a text; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.
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## Grade 1

### **English Language Arts and Reading §110.3**

#### *(b) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
- (7) 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: (A) describe personal connections to a variety of sources; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.

## Grade 2

### **English Language Arts and Reading §110.4**

#### *(b) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;
  - (7) 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: (A) describe personal connections to a variety of sources; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.
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## Grade 3

### **English Language Arts and Reading §110.5**

#### *(b) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and (E) develop social communication such as conversing politely in all situations.
- (7) 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: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.

## Grade 4

### **English Language Arts and Reading §110.6**

#### *(b) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and (D) work collaboratively with others to develop a plan of shared responsibilities.
  - (7) 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: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.
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## Grade 5

### **English Language Arts and Reading §110.7**

#### *(b) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; (C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and (D) work collaboratively with others to develop a plan of shared responsibilities.
- (7) 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: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as illustrating or writing.

## Grade 6

### **English Language Arts and Reading §110.22**

#### *(b) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively to interpret a message, ask clarifying questions, and respond appropriately; (B) follow and give oral instructions that include multiple action steps; (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
  - (6) 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: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (I) reflect on and adjust responses as new evidence is presented.
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## Grade 7

### **English Language Arts and Reading §110.23**

#### *(b) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas; (D) engage in meaningful discourse and provide and accept constructive feedback from others.
- (6) 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: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (I) reflect on and adjust responses as new evidence is presented.

## Grade 8

### **English Language Arts and Reading §110.24**

#### *(b) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively to interpret a message by summarizing, asking questions, and making comments; (D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
  - (6) 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: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence to support an appropriate response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (I) reflect on and adjust responses as new evidence is presented.
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## Grade 9

### **English Language Arts and Reading §110.36 English I**

#### *(c) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes; (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
- (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: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence and original commentary to support a comprehensive response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants.

## Grade 10

### **English Language Arts and Reading §110.37 English II**

#### *(c) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes; (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
  - (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: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence and original commentary to support a comprehensive response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants.
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## Grade 11

### **English Language Arts and Reading §110.38 English III**

#### *(c) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
- (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: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence and original commentary to support a comprehensive response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants.

## Grade 12

### **English Language Arts and Reading §110.39 English IV**

#### *(c) Knowledge and skills.*

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
- (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: (A) describe personal connections to a variety of sources, including self-selected texts; (C) use text evidence and original commentary to support an evaluative response; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; (I) reflect on and adjust responses when valid evidence warrants.