

# TEKS Connections

## *English Language Arts*

### **Grades 6–8**

- (10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

#### **Grade 6**

- (A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions.

#### **Grade 7**

- (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning.

#### **Grade 8**

- (A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order.

SOURCE: Texas Education Agency (TEA), 2008a.

## *Social Studies*

### **Grades 6–7:**

- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources including technology. The student is expected to:
- (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.

#### **Grade 8:**

- (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources including technology. The student is expected to:
- (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.

SOURCE: TEA, 2010.

## Science

### Grades 6–8

- (3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:
- (A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by students.

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*To effectively analyze, evaluate, and critique scientific explanations, students must be able to identify the key points of those explanations, as well as the important evidence from all sides of a scientific debate.*

SOURCE: TEA, 2009.

## Mathematics

### Grade 6:

- (11) Underlying processes and mathematical tools. The student applies sixth grade mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:
- (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.

### Grade 7:

- (13) Underlying processes and mathematical tools. The student applies seventh grade mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:
- (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.

### Grade 8:

- (14) Underlying processes and mathematical tools. The student applies eighth grade mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:
- (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.

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*Students must be able to identify main ideas in a problem to understand and solve it.*

SOURCE: TEA, 2006.

## English Language Proficiency Standards (ELPS) Connections

- (4)(I) The student is expected to demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

SOURCE: TEA, 2007.

## College and Career Readiness Standards (CCRS) Connections

### II. Reading

- (A)(3) Identify explicit and implicit textual information including main ideas and author's purpose.

### Cross-Disciplinary Standards

### II. Foundational Skills

- (A)(4) Identify key information and supporting details.

SOURCE: TEA, 2008b.