TEKS Connections

English Language Arts

Grades 6–8:

Reading/Comprehension Skills (Figure 19). Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts

Grades 6 and 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:

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

Knowledge and skills statement 10 and the accompanying student expectation apply to composing main ideas with informational and expository text, an important component in English language arts instruction.

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

Whether students are asked to summarize or to identify the main idea, the need to synthesize information concisely is apparent in every subject. Synthesis involves complex thinking. Students must be able to synthesize information in order to draw conclusions and summarize data.

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 electronic 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 electronic 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;

A lesson using the summarization routine might also include other social studies skills, such as organizing and interpreting information from various sources, identifying bias, and/or evaluating the validity of a source.

SOURCE: TEA, 2010.

Science

Grades 6–8:

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:

(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.

Identifying the main idea allows students to successfully navigate content area instruction and assessment. Instructional activities such as reading for information, taking notes, and participating in classroom discussions about the content all require students to practice this skill. In science, students must communicate valid conclusions in an effective summary.

SOURCE: TEA, 2009.

Mathematics

Grade 6:

(12) Underlying processes and mathematical tools. The student communicates about [grade level] mathematics through informal and mathematical language, representations, and models.

(A) The student is expected to communicate mathematical ideas using language; efficient tools; appropriate units; and graphical, numerical, physical, or algebraic mathematical models.

Grade 7:

(14) Underlying processes and mathematical tools. The student communicates about [grade level] mathematics through informal and mathematical language, representations, and models.

(A) The student is expected to communicate mathematical ideas using language; efficient tools; appropriate units; and graphical, numerical, physical, or algebraic mathematical models.

Grade 8:

(15) Underlying processes and mathematical tools. The student communicates about [grade level] mathematics through informal and mathematical language, representations, and models.

(A) The student is expected to communicate mathematical ideas using language; efficient tools; appropriate units; and graphical, numerical, physical, or algebraic mathematical models.

When communicating mathematical ideas, students must summarize the data as completely but concisely as possible. This can be done in written form, but might also include the use of multiple representation formats.

SOURCE: TEA, 2006.

English Language Proficiency Standards (ELPS) Connections

4 (G) The student is expected to demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.

SOURCE: TEA, 2007.

College and Career Readiness Standards (CCRS) Connections

II. Reading

(A)(4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish fact from simple assertions and opinions.

Cross-Disciplinary Standards

II. Foundational Skills

(A)(6) Annotate, summarize, paraphrase, and outline texts when appropriate.

SOURCE: TEA, 2008b.