



TEKS K-8 Vertical Alignment

K-8 TEKS Vertical Alignment	myView Literacy Texas						myPerspectives Texas		
	K	1	2	3	4	5	6	7	8
Developing and Sustaining Foundational Language Skills									
Oral Language									
Listen actively and ask questions	I	•	•	•	•	•	•	•	M
Understand information and answer questions using multi-word responses	I	•	M						
Make pertinent comments				I	•	M			
Interpret verbal and non-verbal messages						I, M			
Interpret a message, ask clarifying questions, and respond appropriately							I	M	
Build on others' ideas								I, M	
Restate and follow oral directions	I, M								
Give oral instructions		I	•	•	•	•	•	•	•
Share information and ideas	I	•	•	•	•	•	•	•	•
Speak coherently about the topic under discussion				I, M					
Express an opinion supported by accurate information					I, M				
Give an organized presentation						I	M		
Present a critique of a literary work								I, M	
Advocate a position using anecdotes, analogies, and/or illustrations									I, M
Work collaboratively with others	I	•	•	•	•	M			
Participate in student-led discussions							I, M		
Engage in meaningful discourse and provide and accept constructive feedback from others								I, M	
Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues									I, M
Develop social communication	I	•	•	M					

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	K	1	2	3	4	5	6	7	8
Beginning Reading and Writing									
Demonstrate phonological awareness	I	•	M						
Identify and produce rhyming words	I, M								
Produce a series of rhyming words		I	M						
Recognize spoken alliteration	I	M							
Identify the individual words in a spoken sentence	I, M								
Identify syllables in spoken words	I, M								
Distinguish between long and short vowel sounds in one-syllable words		I	M						
Distinguish between long and short vowel sounds in multi-syllable words			I, M						
Blend syllables to form multisyllabic words and segment multisyllabic words into syllables	I, M								
Recognize the change in spoken word		I	M						
Blend spoken phonemes to form one-syllable words	I	M							
Manipulate syllables within a multisyllabic word	I, M								
Manipulate phonemes within base words		I	M						
Segment spoken one-syllable words	I	M							
Demonstrate and apply phonetic knowledge	I	•	•	•	•	M			
Identify and match the common sounds that letters represent	I, M								
Decode words in isolation and in context		I, M							
Decode words with short, long, or variant vowels, trigraphs, and blends			I, M						
Decode multisyllabic words with multiple sound-spelling patterns				I, M					
Decode words with specific orthographic patterns and rules					I, M				
Decode words with consonant changes						I, M			
Use letter-sound relationships to decode	I, M								



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Decode words with initial and final consonant blends, digraphs, and trigraphs		I, M							
Decode words with silent letters			I, M						
Recognize that new words are created when letters are changed, added, or deleted	I, M								
Decode words with closed syllables, open syllable, VCe syllable, vowel teams		I, M							
Decode multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams			I	•	•	M			
Use knowledge of base words to decode common compound words and contractions		I, M							
Decode compound words, contractions, and common abbreviations			I	M					
Decode words using knowledge of syllable division patterns			I	•	•	M			
Decode words with inflectional endings		I, M							
Decode words with prefixes			I	•	•	M			
Decode words using knowledge of suffixes				I	M				
Identify and read high-frequency words from a research-based list	I	•	•	•	•	M			
Demonstrate and apply spelling knowledge	I	•	•	•	•	M			
Spell words with VC, CVC, and CCVC	I, M								
Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables		I, M							
Spell one-syllable and multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams			I	•	•	M			
Spell words with initial and final consonant blends, digraphs, and trigraphs		I, M							
Spell words with silent letters			I, M						
Spell homophones				I	M				
Spell words with consonant changes						I, M			

I = Introduced
 • = Continued
 M = Mastery
 ■ = Maintained

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Spell compound words, contractions, and abbreviations			I	M					
Spell words using sound-spelling patterns	I	M							
Spell multisyllabic words with multiple sound-spelling patterns			I	•	•	M			
Spell words using knowledge of syllable division patterns			I	•	•	M			
Spell high-frequency words from a research-based list	I	M							
Spell words with prefixes			I, M						
Spell words using knowledge of prefixes				I	•	M			
Spell words using knowledge of suffixes				I	•	M			
Demonstrate print awareness	I	M							
Identify the front cover, back cover, and title page of a book	I, M								
Hold a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	I, M								
Recognize that sentences are comprised of words separated by spaces and recognizing word boundaries	I, M								
Recognize the difference between a letter and a printed word	I, M								
Identify all uppercase and lowercase letters	I, M								
Identify the information that different parts of a book provide		I, M							
Alphabetize a series of words		I	•	M					
Use a dictionary to find words		I	M						
Use a glossary to find words			I, M						
Develop handwriting	I	•	M						
Form all cursive letters using appropriate strokes when connecting letters			I, M						
Write legibly in cursive				I	•	M			



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Vocabulary									
Use a resource such as a picture dictionary or digital resource to find words	I	M							
Use print or digital resources to determine meaning and pronunciation of unknown words			I, M						
Use print or digital resources to determine meaning, syllabication, and pronunciation				I	•	•	•	•	•
Use print or digital resources to determine word origin						I	•	•	•
Use print or digital resources to determine part of speech							I	•	•
Use illustrations and texts the student is able to read or hear to learn or clarify word meanings	I	M							
Use context within and beyond a sentence to determine the meaning of unfamiliar words				I	•	•	M		
Use context to clarify the meaning of words							I	•	•
Identify the meaning of words with affixes		I	•	•	•	M			
Use words with affixes			I	•	•	M			
Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots							I	•	•
Identify and use words that name actions, directions, positions, sequences, categories	I	M							
Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs				I	M				
Identify, use, and explain the meaning of homophones					I	M			
Identify, use, and explain the meaning of adages and puns							I, M		

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Fluency									
Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text		I	•	•	•	M			
Adjust fluency when reading grade-level text based on the reading purpose							I	•	M
Self-Sustained Reading									
Self-select text and read independently for a sustained period of time	I	•	•	•	•	•	•	•	•
Comprehension Skills									
Establish purpose for reading assigned and self-selected texts	I	•	•	•	•	•	•	•	•
Generate questions about text before, during, and after reading to deepen understanding and gain information	I	•	•	•	•	•	•	•	•
Make and confirm predictions using text features and structures	I	•	•	•	•	•	•	•	•
Correct predictions		I	•	•	•	•	•	•	•
Create mental images to deepen understanding	I	•	•	•	•	•	•	•	•
Make connections to personal experiences, ideas in other texts, and society	I	•	•	•	•	•	•	•	•
Make inferences and use evidence to support understanding	I	•	•	•	•	•	•	•	•
Evaluate details to determine what is most important	I	M							
Evaluate details read to determine key ideas			I	•	•	•	•	•	•
Synthesize information to create new understanding	I	•	•	•	•	•	•	•	•
Monitor comprehension and make adjustments when understanding breaks down	I	•	•	•	•	•	•	•	•
Response Skills									
Describe personal connections to a variety of sources	I	•	•	•	•	•	•	•	•
Provide an oral, pictorial, or written response to a text	I, M								



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Write brief comments on literary or informational texts		I	M						
Write a response to a literary or informational text				I, M					
Write responses that demonstrate understanding of texts					I	•	•	•	•
Use text evidence to support an appropriate response	I	•	•	•	•	•	•	•	•
Retell texts in ways that maintain meaning	I	M							
Retell and paraphrase texts in ways that maintain meaning and logical order			I	•	•	M			
Summarize texts					I	•	•	•	•
Interact with sources in meaningful ways	I	•	•	•	•	•	•	•	•
Respond using newly acquired vocabulary as appropriate.	I	•	•	•	•	•	•	•	•
Discuss specific ideas in the text that are important to the meaning				I	•	•	•	•	•
Write about the explicit or implicit meanings of text							I	•	•
Respond orally or in writing with appropriate register, vocabulary, tone, and voice							I	•	•
Reflect on and adjust responses as new evidence is presented							I	•	•
Defend or challenge the authors' claims using relevant text evidence									I
Multiple Genres									
Literary Elements									
Discuss topics and determine the theme using text evidence	I	•	M						
Infer the theme of a work, distinguishing theme from topic				I, M					
Infer basic themes supported by text evidence					I, M				
Infer multiple themes within a text using text evidence						I, M			

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Infer multiple themes within and across texts using text evidence							I	M	
Analyze how themes are developed through the interaction of characters and events									I
Identify and describe the main character	I, M								
Describe the reason(s) for their actions		I, M							
Describe the internal and external traits			I, M						
Explain the relationships among the major and minor characters				I, M					
Explain the interactions of the characters and the changes they undergo					I, M				
Analyze the relationships of and conflicts among the characters						I, M			
Analyze how the characters' internal and external responses develop the plot							I, M		
Analyze how characters' qualities influence events and resolution of the conflict								I, M	
Analyze how characters' motivations and behaviors influence events and resolution of the conflict									I, M
Describe the elements of plot development	I	•	M						
Understand plot elements			I, M						
Analyze plot elements				I	•	•	•	M	
Analyze non-linear plot development									I
Describe the setting	I	M							
Describe the importance of the setting on the plot			I, M						
Explain the influence of the setting on the plot				I	M				
Analyze the influence of the setting on the plot						I, M			
Analyze how the setting influences character and plot development							I	M	
Explain how the setting influences the values and beliefs of characters									I, M



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Genres									
Demonstrate knowledge of distinguishing characteristics of well-known children's literature	I	•	•	•	•	M			
Demonstrate knowledge of literary genres							I	•	M
Discuss rhyme and rhythm in nursery rhymes and a variety of poems	I, M								
Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems		I, M							
Explain visual patterns and structures in a variety of poems			I, M						
Explain rhyme scheme, sound devices, and structural elements				I, M					
Explain figurative language that the poet uses to create images					I, M				
Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms						I, M			
Analyze the effect of meter and structural elements across a variety of poetic forms							I, M		
Analyze the effect of rhyme scheme, meter, and graphical elements in poems across a variety of poetic forms								I, M	
Analyze the effect of graphical elements in poems across a variety of poetic forms									I, M
Discuss main characters in drama	I, M								
Discuss elements of drama		I	•	M					
Explain structure in drama					I	M			
Analyze how playwrights develop characters through dialogue and staging							I	M	
Analyze how playwrights develop dramatic action through the use of acts and scenes									I, M
Recognize characteristics and structures of informational text	I	•	•	•	•	M			

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Analyze characteristics and structural elements of informational text							I	•	•
Recognize central idea and supporting evidence	I	•	•	•	•	M			
Analyze controlling idea or thesis with supporting evidence							I	•	•
Recognize titles, features, and simple graphics to locate or gain information	I, M								
Recognize features and graphics to locate and gain information		I	M						
Recognize features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding				I, M					
Recognize features such as pronunciation guides and diagrams to support understanding					I, M				
Recognize features such as insets, timelines, and sidebars to support understanding						I, M			
Analyze features such as introduction, foreword, preface, references, or acknowledgements to gain background information							I	M	
Analyze features such as footnotes, endnotes, and citations									I
Recognize steps in a sequence	I, M								
Recognize organizational patterns		I	•	•	•	•	•	M	
Analyze organizational patterns							I, M		
Analyze organizational patterns that support multiple topics, categories, and subcategories								I, M	
Analyze multiple organizational patterns within a text to develop the thesis									I, M
Recognize characteristics of persuasive text	I	•	M						
Recognize structures of argumentative text				I	•	M			
Analyze characteristics and structures of argumentative text							I	•	•



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State what the author is trying to persuade the reader to think or do	I	•	M						
Identify the claim				I	•	•	•	•	M
Analyze the argument									I, M
Distinguish facts from opinion			I	M					
Explain how the author has used facts for an argument					I	M			
Explain how the author has used against an argument						I, M			
Explain how the author uses various types of evidence to support the argument							I, M		
Explain how the author uses various types of evidence and consideration of alternatives to support the argument								I, M	
Identify and explain the counter argument									I
Identify the intended audience or reader				I	•	•	•	•	•
Recognize characteristics of multimodal and digital texts	I	•	•	•	•	M			
Analyze characteristics of multimodal and digital texts							I	•	•
Author's Purpose and Craft									
Discuss the author's purpose for writing text	I	•	M						
Explain the author's purpose and message within a text				I	•	•	•	•	M
Discuss how the use of text structure contributes to the author's purpose				I	M				
Explain how the use of text structure contributes to the author's purpose				I	M				
Analyze how the use of text structure contributes to the author's purpose						I	•	•	M
Discuss the author's use of print and graphic features to achieve specific purposes	I	•	M						
Explain the author's use of print and graphic features to achieve specific purposes				I, M					

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Analyze the author's use of print and graphic features to achieve specific purposes					I	•	•	•	M
Discuss how the author uses words that help the reader visualize	I	M							
Discuss the use of descriptive, literal, and figurative language			I, M						
Describe how the author's use of imagery, literal and figurative language and sound devices achieves specific purposes				I	•	•	•	•	•
Listen to and experience first- and third-person texts	I	M							
Identify the use of first- or third-person in a text			I, M						
Identify the use of literary devices				I	•	•	•	•	M
Analyze the use of literary devices									I
Discuss how the author's use of language contributes to voice				I	M				
Examine how the author's use of language contributes to voice						I, M			
Analyze how the author's use of language contributes to mood, voice, and tone							I	•	•
Identify and explain the use of repetition			I, M						
Identify and explain the use of hyperbole				I, M					
Identify and explain the use of anecdote					I, M				
Explain the purpose of hyperbole, stereotyping, and anecdote						I, M			
Explain the differences between rhetorical devices and logical fallacies							I, M		
Explain the purpose of rhetorical devices and of logical fallacies								I	•
Composition									
Writing Process									
Plan by generating ideas for writing through class discussions and drawing	I, M								



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Plan a first draft by generating ideas for writing		I	M						
Plan a first draft by selecting a genre for a particular topic, purpose, and audience				I	•	•	•	•	M
Develop drafts in oral, pictorial, or written form by organizing ideas	I, M								
Develop drafts in oral, pictorial, or written form by organizing with structure		I	M						
Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details	I	M							
Develop drafts into focused, structured, and coherent pieces of writing by organizing with purposeful structure				I	•	•	•	•	•
Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details				I	•	•	•	•	•
Revise drafts by adding details in pictures or words	I	M							
Revise drafts by adding, deleting, or rearranging words, phrases, or sentences			I	•	•	M			
Revise drafts for clarity, development, organization, style, word choice, and sentence variety							I	•	•
Edit all drafts using standard English conventions including:	I	•	•	•	•	•	•	•	•
complete sentences	I	•	M						
complete simple and compound sentences				I	•	M			
complete complex sentences							I	•	•
verbs	I, M								
verb tense		I	•	M					
past tense of irregular verbs					I	M			
consistent, appropriate use of verb tenses							I	•	•
active and passive voice									I

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singular and plural nouns	I	•	•	•	M				
common and proper nouns		I	•	•	M				
collective nouns						I, M			
adjectives, including articles	I	•	M						
adjectives, including their comparative and superlative forms				I	•	M			
adverbs that convey time		I	•	M					
adverbs that convey place			I, M						
adverbs that convey manner				I, M					
adverbs that convey frequency and adverbs that convey degree					I, M				
conjunctive adverbs						I	•	•	
prepositions	I	•	•	•	•	•	•	•	•
prepositional phrases			I	•	•	•	•	•	•
prepositional phrases and their influence on subject-verb agreement						I	•	•	•
pronouns, including subjective, objective, and possessive cases	I	•	•	M					
pronouns, including reflexive					I, M				
pronouns, including indefinite						I, M			
pronouns, including relative							I, M		
pronoun-antecedent agreement								I	•
coordinating conjunctions to form compound subjects and predicates			I	M					
coordinating conjunctions to form sentences				I	M				
subordinating conjunctions to form complex sentences						I, M			
subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor							I	M	
capitalization of the first letter in a sentence and name	I, M								
capitalization for the beginning of sentences and the pronoun "I"		I, M							



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capitalization of months, days of the week, and the salutation and conclusion of a letter			I, M						
capitalization of official titles of people, holidays, and geographical names and places				I, M					
capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities					I, M				
capitalization of abbreviations, initials, acronyms, and organizations						I, M			
capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations							I, M		
correct capitalization								I	•
punctuation marks at the end of declarative sentences	I	M							
punctuation marks at the end of exclamatory, and interrogative sentences		I, M							
end punctuation, apostrophes in contractions, and commas with items in a series and in dates			I, M						
punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series				I, M					
punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue					I, M				
punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis						I, M			
punctuation marks, including commas in complex sentences, transitions, and introductory elements							I, M		

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punctuation, including commas to set off words, phrases, and clauses and semicolons								I, M	
punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses									I, M
Share writing	I, M								
Publish and share writing		I	M						
Publish written work for appropriate audiences				I	•	•	•	•	•
Composition									
Dictate or compose literary texts	I	M							
Compose literary texts			I	•	•	•	•	•	•
Dictate or compose informational texts	I	M							
Compose informational texts			I	•	•	•	•	•	•
Compose argumentative texts				I	•	M			
Compose multi-paragraph argumentative texts using genre characteristics and craft							I	•	•
Dictate or compose correspondence	I	M							
Compose correspondence		I	•	M					
Compose correspondence that requests information					I	M			
Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure							I	•	•
Inquiry and Research									
Generate questions for formal and informal inquiry	I	•	•	•	•	M			
Generate student-selected and teacher-guided questions for formal and informal inquiry							I	•	M
Develop and follow a research plan	I	•	•	•	•	•	•	•	•
Refine the major research question, if necessary, guided by the answers to a secondary set of questions							I	•	M



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Gather information from a variety of sources	I	M							
Identify and gather relevant sources and information to answer the questions		I	M						
Identify and gather relevant information from a variety of sources				I	•	•	•	•	M
Identify primary and secondary sources			I	•	M				
Understand credibility of primary and secondary sources						I, M			
Differentiate between primary and secondary sources							I	•	M
Demonstrate understanding of information gathered	I	•	•	•	•	M			
Synthesize information from a variety of sources							I	•	•
Recognize the difference between paraphrasing and plagiarism when using source materials				I	M				
Differentiate between paraphrasing and plagiarism when using source materials						I	•	•	M
Examine sources for reliability, credibility, and bias							I	•	•
Examine sources for faulty reasoning							I	•	•
Cite sources appropriately			I, M						
Create a works cited page				I, M					
Develop a bibliography					I	M			
Display academic citations and use source materials ethically;							I	•	•
Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	I	•	•	•	•	•	•	•	•