

TEKS Connections

Students will be held accountable for the formal definitions of content-specific words. However, teachers have to scaffold the process of getting there.

English Language Arts

Grades 6–8:

- (2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
 - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

Please note that slides 8 and 19 in this module refer to using the dictionary to confirm and extend students' growing understanding of the word.

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

Although word identification and fluency are not explicitly stated in the standards for other subject areas, the skills do affect students' performance in all content areas.

Social Studies

Grades 6–7:

- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - (A) use social studies terminology correctly;

In the social studies TEKS, vocabulary is addressed as "terminology."

Grade 8:

- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - (A) use social studies terminology correctly;

In the social studies TEKS, vocabulary is addressed as "terminology."

SOURCE: TEA, 2010.

Science

Grade 6 example:

(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:

(A) know that an element is a pure substance represented by chemical symbols.

Vocabulary is embedded in the Science TEKS, as students must know the words for concepts, processes, and scientific equipment. The example above includes these vocabulary terms: "element," "pure," "substance," and "chemical symbols."

Grade 7 example:

(5) Matter and energy. The student knows that interactions occur between matter and energy. The student is expected to:

(A) recognize that radiant energy from the Sun is transformed into chemical energy through the process of photosynthesis.

Vocabulary is embedded in the Science TEKS, as students must know the words for concepts, processes, and scientific equipment. The example above includes these vocabulary terms: "radiant energy," "photosynthesis," and "chemical energy."

Grade 8 example:

(5) Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:

(A) describe atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud.

Vocabulary is embedded in the Science TEKS, as students must know the words for concepts, processes, and scientific equipment. The example above includes these vocabulary terms: "electrical charge," "proton," "neutron," "nucleus," "electron," and "electron cloud."

SOURCE: TEA, 2009.

Mathematics

Grade 6:

- (12) Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to:

(A) 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 6 mathematics through informal and mathematical language, representations, and models. The student is expected to:

(A) 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 6 mathematics through informal and mathematical language, representations, and models. The student is expected to:

(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.

SOURCE: TEA, 2006.

English Language Proficiency Standards (ELPS) Connections

The student is expected to:

- 1(A) use prior knowledge and experiences to understand meanings in English.
- 1(E) internalize new basic and academic vocabulary by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.
- 3(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
- 4(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.

SOURCE: TEA, 2007.

College and Career Readiness Standards (CCRS) Connections

II. Reading

B(1) Identify new words and concepts acquired through study of their relationships to other words and concepts.

SOURCE: TEA, 2008b.