MOST TESTED STANDARDS

TOP FIVE TEKS ON EACH STAAR RLA FORM

TEKS CODES FROM TEA ANSWER KEYS, WORDING QUOTED FROM 19 TAC CHAPTER 110

2026 • 2025 • 2024 • GRADES 3 TO 8 + ENGLISH I AND II • RANKED BY ITEM COUNT

ELEMENTARY

GRADE	2026	2025	2024
GRADE 3	**1 11.C 4** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity TEA p. 2 · Items 27, 28, 32, 33 **2 6.E 3** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 16, 17, 18 **3 11.Dx 3** punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series TEA p. 2 · Items 35, 36, 38 **4 10.A 2** explain the author's purpose and message within a text TEA p. 1 · Items 7, 20 **5 10.D 2** describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes TEA p. 1 · Items 5, 11	**1 11.C 5** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity TEA p. 2 · Items 28, 29, 30, 31, 32 **2 6.E 3** make connections to personal experiences, ideas in other texts, and society TEA p. 2 · Items 22, 23, 24 **3 10.B 2** explain how the use of text structure contributes to the author's purpose TEA p. 1 · Items 6, 18 **4 11.Bi 2** organizing with purposeful structure, including an introduction and a conclusion TEA p. 2 · Items 26, 33 **5 7.B 1** write a response to a literary or informational text that demonstrates an understanding of a text TEA p. 2 · Item 25	**1 6.E 4** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 14, 15, 16, 17 **2 11.C 4** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity TEA p. 2 · Items 26, 28, 30, 33 **3 11.Bi 3** organizing with purposeful structure, including an introduction and a conclusion TEA p. 2 · Items 27, 29, 32 **4 6.G 2** evaluate details read to determine key ideas TEA p. 1 · Items 4, 19 **5 10.A 2** explain the author's purpose and message within a text TEA p. 1 · Items 2, 13
GRADE 4	**1 6.E 5** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 6, 15, 16, 17, 18 **2 11.Bii 3** developing an engaging idea with relevant details TEA p. 1 · Items 27, 28, 32 **3 11.C 3** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity TEA p. 1 · Items 29, 30, 33 **4 7.D 2** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order TEA p. 1 · Items 13, 23 **5 11.Bi 2** organizing with purposeful structure, including an introduction, transitions, and a conclusion TEA p. 1 · Items 26, 31	**1 11.C 5** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity TEA p. 2 · Items 28, 29, 30, 31, 32 **2 6.E 3** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 22, 23, 24 **3 10.B 2** explain how the use of text structure contributes to the author's purpose TEA p. 1 · Items 11, 20 **4 10.A 2** explain the author's purpose and message within a text TEA p. 1 · Items 17, 21 **5 10.E 2** identify and understand the use of literary devices, including first- or third-person point of view TEA p. 1 · Items 3, 8	**1 11.C 5** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity TEA p. 2 · Items 26, 29, 30, 31, 33 **2 6.E 4** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 15, 16, 17, 18 **3 6.F 2** make inferences and use evidence to support understanding TEA pp. 1 and 2 · Items 4, 24 **4 7.C 2** use text evidence to support an appropriate response TEA pp. 1 and 2 · Items 6, 22 **5 10.A 2** explain the author's purpose and message within a text TEA pp. 1 and 2 · Items 11, 20
GRADE 5	**1 11.C 5** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity TEA p. 2 · Items 27, 28, 30, 31, 32 **2 6.E 4** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 15, 16, 17, 18 **3 11.Bi 3** organizing with purposeful structure, including an introduction, transitions, and a conclusion TEA p. 2 · Items 26, 29, 33 **4 6.C 2** make and correct or confirm predictions using text features, characteristics of genre, and structures TEA p. 1 · Items 3, 23 **5 10.D 2** describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes TEA p. 1 · Items 12, 22	**1 11.C 4** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity TEA p. 2 · Items 26, 28, 30, 32 **2 6.E 3** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 16, 17, 18 **3 11.Bi 3** organizing with purposeful structure, including an introduction, transitions, and a conclusion TEA p. 2 · Items 29, 31, 33 **4 11.Di 3** complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments TEA p. 2 · Items 35, 36, 41 **5 8.C 2** analyze plot elements, including rising action, climax, falling action, and resolution TEA p. 1 · Items 2, 11	**1 6.E 4** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 14, 15, 16, 17 **2 11.C 4** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity TEA p. 2 · Items 26, 28, 29, 31 **3 11.Bi 3** organizing with purposeful structure, including an introduction, transitions, and a conclusion TEA p. 2 · Items 27, 32, 33 **4 11.Dx 3** italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences TEA pp. 2 and 3 · Items 35, 36, 41 **5 6.H 2** synthesize information to create new understanding TEA p. 1 · Items 4, 10

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TEKS CODES FROM TEA ANSWER KEYS, WORDING QUOTED FROM 19 TAC CHAPTER 110

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MIDDLE SCHOOL

GRADE	2026	2025	2024
GRADE 6	**1 5.E 6** make connections to personal experiences, ideas in other texts, and society TEA pp. 1 and 2 · Items 4, 17, 18, 19, 20, 26 **2 10.C 6** revise drafts for clarity, development, organization, style, word choice, and sentence variety TEA p. 2 · Items 30, 31, 32, 34, 36, 37 **3 9.D 2** describe how the author's use of figurative language such as metaphor and personification achieves specific purposes TEA p. 1 · Items 10, 23 **4 10.Bi 2** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion TEA p. 2 · Items 33, 35 **5 10.Dvii 2** capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations TEA p. 2 · Items 41, 45	**1 5.E 5** make connections to personal experiences, ideas in other texts, and society TEA pp. 1 and 2 · Items 17, 18, 19, 20, 25 **2 10.Bi 4** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion TEA p. 2 · Items 31, 32, 33, 36 **3 10.C 4** revise drafts for clarity, development, organization, style, word choice, and sentence variety TEA p. 2 · Items 29, 30, 34, 35 **4 6.C 2** use text evidence to support an appropriate response TEA pp. 1 and 2 · Items 3, 26 **5 6.D 2** paraphrase and summarize texts in ways that maintain meaning and logical order TEA pp. 1 and 2 · Items 4, 24	**1 10.C 5** revise drafts for clarity, development, organization, style, word choice, and sentence variety TEA p. 2 · Items 29, 30, 32, 35, 36 **2 5.E 4** make connections to personal experiences, ideas in other texts, and society TEA p. 2 · Items 23, 24, 25, 26 **3 10.Bi 3** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion TEA p. 2 · Items 28, 34, 37 **4 9.D 2** describe how the author's use of figurative language such as metaphor and personification achieves specific purposes TEA p. 1 · Items 5, 17 **5 9.F 2** analyze how the author's use of language contributes to mood and voice TEA p. 1 · Items 8, 18
GRADE 7	**1 5.E 4** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 17, 18, 19, 20 **2 10.Bi 4** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion TEA p. 2 · Items 31, 34, 35, 37 **3 10.C 3** revise drafts for clarity, development, organization, style, word choice, and sentence variety TEA p. 2 · Items 29, 32, 33 **4 5.F 2** make inferences and use evidence to support understanding TEA pp. 1 and 2 · Items 10, 26 **5 6.D 2** paraphrase and summarize texts in ways that maintain meaning and logical order TEA pp. 1 and 2 · Items 11, 27	**1 10.C 5** revise drafts for clarity, development, organization, style, word choice, and sentence variety TEA p. 2 · Items 29, 30, 34, 35, 36 **2 5.E 4** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 17, 18, 19, 20 **3 7.B 2** analyze how characters' qualities influence events and resolution of the conflict TEA pp. 1 and 2 · Items 5, 27 **4 5.G 2** evaluate details read to determine key ideas TEA pp. 1 and 2 · Items 7, 23 **5 9.F 2** analyze how the author's use of language contributes to mood, voice, and tone TEA p. 1 · Items 9, 22	**1 5.E 4** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 15, 16, 17, 18 **2 10.Bi 4** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion TEA p. 2 · Items 28, 32, 34, 37 **3 10.C 4** revise drafts for clarity, development, organization, style, word choice, and sentence variety TEA p. 2 · Items 29, 30, 31, 33 **4 6.D 2** paraphrase and summarize texts in ways that maintain meaning and logical order TEA p. 1 · Items 6, 20 **5 9.G 2** explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations. TEA pp. 1 and 2 · Items 7, 25
GRADE 8	**1 5.E 3** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 17, 18, 19 **2 10.Bi 3** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion TEA p. 1 · Items 33, 34, 36 **3 10.C 3** revise drafts for clarity, development, organization, style, word choice, and sentence variety TEA pp. 1 and 2 · Items 31, 32, 37 **4 6.D 2** paraphrase and summarize texts in ways that maintain meaning and logical order TEA p. 1 · Items 16, 25 **5 9.A 2** explain the author's purpose and message within a text TEA p. 1 · Items 9, 27	**1 5.E 4** make connections to personal experiences, ideas in other texts, and society TEA p. 1 · Items 17, 18, 19, 20 **2 10.Bi 3** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion TEA p. 2 · Items 30, 33, 37 **3 10.Bii 3** developing an engaging idea reflecting depth of thought with specific facts, details, and examples TEA p. 2 · Items 31, 34, 36 **4 6.D 2** paraphrase and summarize texts in ways that maintain meaning and logical order TEA pp. 1 and 2 · Items 12, 28 **5 9.F 2** analyze how the author's use of language contributes to the mood, voice, and tone TEA pp. 1 and 2 · Items 16, 25	**1 10.C 5** revise drafts for clarity, development, organization, style, word choice, and sentence variety TEA p. 2 · Items 28, 31, 33, 35, 36 **2 5.E 4** make connections to personal experiences, ideas in other texts, and society TEA pp. 1 and 2 · Items 16, 17, 18, 19 **3 10.Bi 3** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion TEA p. 2 · Items 30, 32, 34 **4 5.F 2** make inferences and use evidence to support understanding TEA p. 1 · Items 6, 10 **5 6.D 2** paraphrase and summarize texts in ways that maintain meaning and logical order TEA p. 1 · Items 3, 13

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HIGH SCHOOL

GRADE	2026	2025	2024
ENGLISH I	**1 9.C 8** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses TEA p. 2 · Items 31, 32, 33, 35, 38, 40, 41, 42 **2 4.H 4** synthesize information from two texts to create new understanding TEA p. 1 · Items 18, 19, 20, 21 **3 9.Bi 4** using an organizing structure appropriate to purpose, audience, topic, and context TEA p. 2 · Items 34, 36, 37, 39 **4 9.Di 3** a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments TEA p. 2 · Items 44, 45, 52 **5 4.G 2** evaluate details read to determine key ideas TEA p. 1 · Items 8, 25	**1 9.C 7** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses TEA p. 2 · Items 31, 33, 34, 37, 38, 40, 42 **2 4.H 4** synthesize information from two texts to create new understanding TEA p. 1 · Items 18, 19, 20, 21 **3 9.Bi 4** using an organizing structure appropriate to purpose, audience, topic, and context TEA p. 2 · Items 32, 35, 36, 41 **4 4.F 3** make inferences and use evidence to support understanding TEA pp. 1 and 2 · Items 2, 17, 27 **5 9.Di 3** a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments TEA pp. 2 and 3 · Items 45, 50, 52	**1 9.C 7** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses TEA pp. 2 and 3 · Items 32, 35, 36, 37, 39, 40, 41 **2 4.H 4** synthesize information from two texts to create new understanding TEA pp. 1 and 2 · Items 18, 19, 20, 21 **3 9.Bi 4** using an organizing structure appropriate to purpose, audience, topic, and context TEA pp. 2 and 3 · Items 31, 33, 38, 42 **4 9.D 3** edit drafts using standard English conventions, including: TEA p. 3 · Items 46, 47, 50 **5 4.F 2** make inferences and use evidence to support understanding TEA pp. 1 and 2 · Items 8, 23
ENGLISH II	**1 9.C 5** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses TEA pp. 1 and 2 · Items 33, 36, 38, 39, 42 **2 4.H 4** synthesize information from multiple texts to create new understanding TEA p. 1 · Items 18, 19, 20, 21 **3 9.Bi 4** using an organizing structure appropriate to purpose, audience, topic, and context TEA pp. 1 and 2 · Items 32, 34, 37, 40 **4 9.Di 3** a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments TEA p. 2 · Items 44, 46, 51 **5 4.G 2** evaluate details read to determine key ideas TEA p. 1 · Items 1, 10	**1 9.C 7** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses TEA p. 2 · Items 32, 33, 37, 38, 39, 40, 42 **2 4.H 4** synthesize information from multiple texts to create new understanding TEA p. 1 · Items 19, 20, 21, 22 **3 9.Bi 3** using an organizing structure appropriate to purpose, audience, topic, and context TEA p. 2 · Items 35, 36, 41 **4 2.A 2** use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary TEA pp. 1 and 2 · Items 1, 25 **5 5.C 2** use text evidence and original commentary to support an interpretive response TEA pp. 1 and 2 · Items 4, 24	**1 9.C 7** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses TEA pp. 2 and 3 · Items 32, 33, 35, 36, 37, 40, 42 **2 4.H 4** synthesize information from multiple texts to create new understanding TEA pp. 1 and 2 · Items 17, 18, 19, 20 **3 9.Bi 3** using an organizing structure appropriate to purpose, audience, topic, and context TEA p. 2 · Items 31, 34, 38 **4 9.Dv 3** punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate TEA p. 3 · Items 45, 47, 49 **5 8.D 2** analyze how the author's use of language informs and shapes the perception of readers TEA p. 1 · Items 6, 16

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