

2009–2010 English Language Arts TEKS	2017 English Language Arts and Reading TEKS
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:	
(A) recognize that spoken words can be represented by print for communication;	
(B) identify upper- and lower-case letters;	K.2.D.v identifying all uppercase and lowercase letters; and
(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;	
(D) recognize the difference between a letter and a printed word;	K.2.D.iv recognizing the difference between a letter and a printed word; and
(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);	K.2.D.iii recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;
(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and	K.2.D.ii holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;
(G) identify different parts of a book (e.g., front and back covers, title page).	K.2.D.i identifying the front cover, back cover, and title page of a book;
(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:	
(A) identify a sentence made up of a group of words;	K.2.A.iii identifying the individual words in a spoken sentence
(B) identify syllables in spoken words;	K.2.A.iv identifying syllables in spoken words
(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");	K.2.A.i identifying and producing rhyming words;
(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	K.2.A.i identifying and producing rhyming words;
(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");	K.2.A.ii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);	K.2.A.vii blending spoken onsets and rimes to form simple words;
(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);	K.2.A.viii blending spoken phonemes to form one-syllable words;
(H) isolate the initial sound in one-syllable spoken words; and	K.2.A.ii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).	K.2.A.x segmenting spoken one-syllable words into individual phonemes;
(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	
(A) identify the common sounds that letters represent;	K.2.B.i identifying and matching the common sounds that letters represent;
(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);	K.2.B.ii using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
(C) recognize that new words are created when letters are changed, added, or deleted; and	K.2.B.iii recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap;
(D) identify and read at least 25 high-frequency words from a commonly used list.	K.2.B.iv identifying and reading at least 25 high-frequency words from a research-based list;
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	
(A) predict what might happen next in text based on the cover, title, and illustrations; and	K.5.C make and confirm predictions using text features and structures with adult assistance
(B) ask and respond to questions about texts read aloud.	K.5.B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:	

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(A) identify and use words that name actions, directions, positions, sequences, and locations;	K.3.C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
(B) recognize that compound words are made up of shorter words;	
(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and	
(D) use a picture dictionary to find words.	K.3.A use a resource such as a picture dictionary or digital resource to find words;
(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) identify elements of a story including setting, character, and key events;	K.7.B identify and describe the main character(s); K.7.D describe the setting.
(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	K.7.A discuss topics and determine the basic theme using text evidence with adult assistance;
(C) recognize sensory details; and	
(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.	K.8.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	K.8.B discuss rhyme and rhythm in nursery rhymes and a variety of poems;
(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) retell a main event from a story read aloud; and	K.6.D retell texts in ways that maintain meaning;
(B) describe characters in a story and the reasons for their actions.	K.7.C describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.	K.5.F make inferences and use evidence to support understanding with adult assistance; K.5.G evaluate details to determine what is most important with adult assistance; K.9.A discuss with adult assistance the author's purpose for writing text
(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) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	K.8.D.i the central idea and supporting evidence with adult assistance;
(B) retell important facts in a text, heard or read;	K.6.D retell texts in ways that maintain meaning;
(C) discuss the ways authors group information in text; and	K.8.D recognize characteristics and structures of informational text K.9.B discuss with adult assistance how the use of text structure contributes to the author's purpose
(D) use titles and illustrations to make predictions about text.	K.8.D.ii titles and simple graphics to gain information K.9.C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow pictorial directions (e.g., recipes, science experiments); and	K.8.D.iii the steps in a sequence with adult assistance;
(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	

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(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:	
(A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and	
(B) identify techniques used in media (e.g., sound, movement).	K.8.F recognize characteristics of multimodal and digital texts.
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:	
(A) plan a first draft by generating ideas for writing through class discussion;	K.10.A plan by generating ideas for writing through class discussions and drawings;
(B) develop drafts by sequencing the action or details in the story;	K.10.B develop drafts in oral, pictorial, or written form by organizing ideas;
(C) revise drafts by adding details or sentences;	K.10.C revise drafts by adding details in pictures or words;
(D) edit drafts by leaving spaces between letters and words; and	K.10.D edit drafts with adult assistance using standard English conventions
(E) share writing with others.	K.10.E share writing K.12.E use an appropriate mode of delivery, whether written, oral, or multimodal, to present
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and	K.11.A dictate or compose literary texts, including personal narratives; and
(B) write short poems.	
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.	K.11.B dictate or compose informational texts.
(16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):	
(i) past and future tenses when speaking;	K.10.ii verbs
(ii) nouns (singular/plural);	K.10.D.iii singular and plural nouns;
(iii) descriptive words;	K.10.D.iv adjectives, including articles;
(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and	K.10.D.v prepositions;
(v) pronouns (e.g., I, me);	
(B) speak in complete sentences to communicate; and	
(C) use complete simple sentences.	K.10.D.i complete sentences;
(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	K.2.E develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
(B) capitalize the first letter in a sentence; and	K.10.D.vii capitalization of the first letter in a sentence and name;
(C) use punctuation at the end of a sentence.	K.10.D.viii punctuation marks at the end of declarative sentences; and
(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) use phonological knowledge to match sounds to letters;	K.2.C.ii spelling words using sound-spelling patterns
(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and	K.2.C.i spelling words with VC, CVC, and CCVC;
(C) write one's own name.	

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(19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:	
(A) ask questions about topics of class-wide interest; and	K.12.A generate questions for formal and informal inquiry with adult assistance;
(B) decide what sources or people in the classroom, school, library, or home can answer these questions.	K.12.B develop and follow a research plan with adult assistance;
(20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:	
(A) gather evidence from provided text sources; and	K.12.C gather information from a variety of sources with adult assistance;
(B) use pictures in conjunction with writing when documenting research.	
(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen attentively by facing speakers and asking questions to clarify information; and	K.1.A listen actively and ask questions to understand information and answer questions using multi-word responses;
(B) follow oral directions that involve a short related sequence of actions.	K.1.B restate and follow oral directions that involve a short, related sequence of actions;
(22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.	K.1.C share information and ideas by speaking audibly and clearly using the conventions of language;
(23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	K.1.D work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and

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(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:	
(A) recognize that spoken words are represented in written English by specific sequences of letters;	
(B) identify upper- and lower-case letters;	
(C) sequence the letters of the alphabet;	1.2.E alphabetize a series of words to the first or second letter and use a dictionary to find words
(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	
(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	
(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	1.2.D demonstrate print awareness by identifying the information that different parts of a book provide
(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:	
(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);	1.2.A.i producing a series of rhyming words
(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);	1.2.A.iii distinguishing between long and short vowel sounds in one-syllable words
(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);	1.2.A.iv recognizing the change in spoken word when a specified phoneme is added, changed, or removed
(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);	1.2.A.v blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;
(E) isolate initial, medial, and final sounds in one-syllable spoken words; and	
(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).	1.2.A.viii segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;
(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) decode words in context and in isolation by applying common letter-sound correspondences, including:	1.2.B.i decoding words in isolation and in context by applying common letter sound correspondences;
(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;	
(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;	
(iii) consonant blends (e.g., bl, st);	1.2.B.ii decoding words with initial and final consonant blends, digraphs, and trigraphs;
(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;	1.2.B.ii decoding words with initial and final consonant blends, digraphs, and trigraphs;
(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and	
(vi) vowel diphthongs including oy, oi, ou, and ow;	
(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;	
(C) use common syllabication patterns to decode words, including:	
(i) closed syllable (CVC) (e.g., mat, rab-bit);	1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
(ii) open syllable (CV) (e.g., he, ba-by);	1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;

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(iii) final stable syllable (e.g., ap-ple, a-ble);	1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);	1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and	1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);	1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);	
(E) read base words with inflectional endings (e.g., plurals, past tenses);	1.2.B.v decoding words with inflectional endings, including -ed, -s, and -es
(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);	1.2.B.iv using knowledge of base words to decode common compound words and contractions;
(G) identify and read contractions (e.g., isn't, can't);	1.2.B.iv using knowledge of base words to decode common compound words and contractions;
(H) identify and read at least 100 high-frequency words from a commonly used list; and	1.2.B.vi identifying and reading at least 100 high-frequency words from a research-based list;
(I) monitor accuracy of decoding.	
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	
(A) confirm predictions about what will happen next in text by "reading the part that tells";	1.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and	1.6.B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	1.6.A establish purpose for reading assigned and self-selected texts with adult assistance;
(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	1.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);	1.3.D identify and use words that name actions, directions, positions, sequences, categories, and locations.
(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);	1.2.B.iv using knowledge of base words to decode common compound words and contractions;
(C) determine what words mean from how they are used in a sentence, either heard or read;	
(D) identify and sort words into conceptual categories (e.g., opposites, living things); and	
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	1.3.A use a resource such as a picture dictionary or digital resource to find words;
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) connect the meaning of a well-known story or fable to personal experiences; and	1.6.E make connections to personal experiences, ideas in other texts, and society with adult assistance;
	1.7.A describe personal connections to a variety of sources

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(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.	9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
(8) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.	1.9.B discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and	1..7.D retell texts in ways that maintain meaning; 1.8.C describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently;
(B) describe characters in a story and the reasons for their actions and feelings.	1.8.B describe the main character(s) and the reason(s) for their actions;
(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.	1.7.B write brief comments on literary or informational texts; 1.7.C use text evidence to support an appropriate response;
(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.	1.6.F make inferences and use evidence to support understanding with adult assistance;
(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.	1.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.
(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.	1.10.A discuss the author's purpose for writing text; 1.10.B discuss how the use of text structure contributes to the author's purpose;
(14) 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) restate the main idea, heard or read;	1.9.D.i recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance;
(B) identify important facts or details in text, heard or read;	1.9.D.i recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance;
(C) retell the order of events in a text by referring to the words and/or illustrations; and	1.9.D.iii recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance;
(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	1.9.D.ii recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information
(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow written multi-step directions with picture cues to assist with understanding; and	
(B) explain the meaning of specific signs and symbols (e.g., map features).	1.10.C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;

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(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and	1.9.F recognize characteristics of multimodal and digital texts.
(B) identify techniques used in media (e.g., sound, movement).	1.9.F recognize characteristics of multimodal and digital texts.
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	1.11.A plan a first draft by generating ideas for writing such as by drawing and brainstorming;
(B) develop drafts by sequencing ideas through writing sentences;	1.11.B.i develop drafts in oral, pictorial, or written form by organizing with structure, and
(C) revise drafts by adding or deleting a word, phrase, or sentence;	1.11.B.ii developing an idea with specific and relevant details
(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	1.11.C revise drafts by adding details in pictures or words;
(E) publish and share writing with others.	1.11.D edit drafts using standard English conventions
(E) publish and share writing with others.	1.11.E publish and share writing.
(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write brief stories that include a beginning, middle, and end; and	1.12.A dictate or compose literary texts, including personal narratives and poetry;
(B) write short poems that convey sensory details.	1.12.A dictate or compose literary texts, including personal narratives and poetry;
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write brief compositions about topics of interest to the student;	1.12.B dictate or compose informational texts, including procedural texts;
(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and	1.12.C dictate or compose correspondence such as thank you notes or letters.
(C) write brief comments on literary or informational texts.	1.7.B write brief comments on literary or informational texts;
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (past, present, and future);	1.11.D.ii past and present verb tense;
(ii) nouns (singular/plural, common/proper);	1.11.D.iii singular, plural, common, and proper nouns;
(iii) adjectives (e.g., descriptive: green, tall);	1.11.D.iv adjectives, including articles;
(iv) adverbs (e.g., time: before, next);	1.11.D.v adverbs that convey time;
(v) prepositions and prepositional phrases;	1.11.D.vi prepositions;
(vi) pronouns (e.g., I, me); and	1.11.D.vii pronouns, including subjective, objective, and possessive cases;
(vii) time-order transition words;	
(B) speak in complete sentences with correct subject-verb agreement; and	1.11.D.i complete sentences with subject-verb agreement;
(C) ask questions with appropriate subject-verb inversion.	
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	1.2.F develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
(B) recognize and use basic capitalization for:	

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(i) the beginning of sentences;	1.11.D.viii capitalization for the beginning of sentences and the pronoun "I";
(ii) the pronoun "I"; and	1.11.D.viii capitalization for the beginning of sentences and the pronoun "I";
(iii) names of people; and	
(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	1.11.D.ix punctuation marks at the end of declarative, exclamatory, and interrogative sentences;
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) use phonological knowledge to match sounds to letters to construct known words;	1.2.C.i spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
(B) use letter-sound patterns to spell:	1.2.C.iii spelling words using sound-spelling patterns
(i) consonant-vowel-consonant (CVC) words;	1.2.C.ii spelling words with initial and final consonant blends, digraphs, and trigraphs;
(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and	1.2.C.ii spelling words with initial and final consonant blends, digraphs, and trigraphs;
(iii) one-syllable words with consonant blends (e.g., "drop");	1.2.C.ii spelling words with initial and final consonant blends, digraphs, and trigraphs;
(C) spell high-frequency words from a commonly used list;	1.2.C.iv spelling high-frequency words from a research-based list;
	1.11.D.x correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance;
(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and	
(E) use resources to find correct spellings.	1.3.A use a resource such as a picture dictionary or digital resource to find words;
(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:	
(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and	1.13.A generate questions for formal and informal inquiry with adult assistance;
(B) decide what sources of information might be relevant to answer these questions.	1.13.B develop and follow a research plan with adult assistance;
(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:	
(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	1.13.C identify and gather relevant sources and information to answer the questions with adult assistance;
(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and	
(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.	1.13.D demonstrate understanding of information gathered with adult assistance;
(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.	1.13.E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen attentively to speakers and ask relevant questions to clarify information; and	1.1.A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	1.1.B follow, restate, and give oral instructions that involve a short, related sequence of actions;

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(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	1.1.C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	1.1.D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

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(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).	
(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:	
(i) single letters (consonants and vowels);	
(ii) consonant blends (e.g., thr, spl);	2.2.B.i decoding words with short, long, or variant vowels, trigraphs, and blends;
(iii) consonant digraphs (e.g., ng, ck, ph); and	2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);	2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
(B) use common syllabication patterns to decode words including:	
(i) closed syllable (CVC) (e.g., pic-nic, mon-ster);	2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables 2.2.B.v (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV
(ii) open syllable (CV) (e.g., ti-ger);	2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables 2.2.B.v (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV
(iii) final stable syllable (e.g., sta-tion, tum-ble);	2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables 2.2.B.v (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV
(iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);	2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
(v) r-controlled vowels (e.g., per-fect, cor-ner); and	2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);	2.2.B.iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);	2.2.A.i producing a series of rhyming words; 2.2.A.iv manipulating phonemes within base words;
(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);	2.2.B.vi decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;
(E) identify and read abbreviations (e.g., Mr., Ave.);	2.2.B.iv decoding compound words, contractions, and common abbreviations;
(F) identify and read contractions (e.g., haven't, it's);	2.2.B.iv decoding compound words, contractions, and common abbreviations;
(G) identify and read at least 300 high-frequency words from a commonly used list; and	2.2.B.vii identifying and reading high-frequency words from a research-based list;
(H) monitor accuracy of decoding.	
(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	

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(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	2.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	2.6.B generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	2.6.A establish purpose for reading assigned and self-selected texts;
(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	2.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);	2.3.C identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion
(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	2.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words;
(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and	2.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
(D) alphabetize a series of words and use a dictionary or a glossary to find words.	2.2.D alphabetize a series of words and use a dictionary or glossary to find words
(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and	2.8.A discuss topics and determine theme using text evidence with adult assistance; 2.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	
(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.	2.9.B explain visual patterns and structures in a variety of poems;
(8) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.	2.9.C discuss elements of drama such as characters, dialogue, and setting;
(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) describe similarities and differences in the plots and settings of several works by the same author; and	2.8.C describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; 2.8.D describe the importance of the setting.
(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	2.8.B describe the main character's (characters') internal and external traits;

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(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.	2.9.D. recognize characteristics and structures of informational text, including 2.9.D.i the central idea and supporting evidence with adult assistance; 2.9.D.ii features and graphics to locate and gain information; and 2.9.D.iii organizational patterns such as chronological order and cause and effect stated explicitly;
(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	2.10.D discuss the use of descriptive, literal, and figurative language
(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.	2.10.A discuss the author's purpose for writing text;
(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) identify the main idea in a text and distinguish it from the topic;	2.9.D.i the central idea and supporting evidence with adult assistance
(B) locate the facts that are clearly stated in a text;	2.6.G evaluate details read to determine key ideas; 2.7.C use text evidence to support an appropriate response;
(C) describe the order of events or ideas in a text; and	2.10.B discuss how the use of text structure contributes to the author's purpose;
(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.	2.10.B discuss how the use of text structure contributes to the author's purpose;
(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow written multi-step directions; and	
(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	2.10.C discuss the author's use of print and graphic features to achieve specific purposes;
(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) recognize different purposes of media (e.g., informational, entertainment);	2.9.F recognize characteristics of multimodal and digital texts.
(B) describe techniques used to create media messages (e.g., sound, graphics); and	2.9.F recognize characteristics of multimodal and digital texts.
(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).	2.9.F recognize characteristics of multimodal and digital texts.
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	2.11.A plan a first draft by generating ideas for writing such as drawing and brainstorming;
(B) develop drafts by sequencing ideas through writing sentences;	2.11.B.i develop drafts into a focused piece of writing by organizing with structure; and 2.11.B.ii developing an idea with specific and relevant details;
(C) revise drafts by adding or deleting words, phrases, or sentences;	2.11.C revise drafts by adding, deleting, or rearranging words, phrases, or sentences;

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(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	2.11.D edit drafts using standard English conventions,
(E) publish and share writing with others.	2.11.E publish and share writing
(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write brief stories that include a beginning, middle, and end; and	2.12.A compose literary texts, including personal narratives and poetry;
(B) write short poems that convey sensory details.	2.12.A compose literary texts, including personal narratives and poetry;
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write brief compositions about topics of interest to the student;	2.12.B compose informational texts, including procedural texts and reports;
(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and	2.12.C compose correspondence such as thank you notes or letters.
(C) write brief comments on literary or informational texts.	2.7.B write brief comments on literary or informational texts that demonstrate an understanding of the text;
(20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.	
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (past, present, and future);	2.11.D.ii past, present, and future verb tense;
(ii) nouns (singular/plural, common/proper);	2.11.D.iii singular, plural, common, and proper nouns;
(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);	2.11.D.iv adjectives, including articles
(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);	2.11.D.v adverbs that convey time and adverbs that convey place;
(v) prepositions and prepositional phrases;	2.11.D.vi prepositions and prepositional phrases;
(vi) pronouns (e.g., he, him); and	2.11.D.vii pronouns, including subjective, objective, and possessive cases;
(vii) time-order transition words;	
(B) use complete sentences with correct subject-verb agreement; and	2.11.D.i complete sentences with subject-verb agreement;
(C) distinguish among declarative and interrogative sentences.	
(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) write legibly leaving appropriate margins for readability;	2.2.E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
(B) use capitalization for:	
(i) proper nouns;	
(ii) months and days of the week; and	2.11.D.ix capitalization of months, days of the week, and the salutation and conclusion of a letter;
(iii) the salutation and closing of a letter; and	2.11.D.ix capitalization of months, days of the week, and the salutation and conclusion of a letter;
(C) recognize and use punctuation marks, including:	
(i) ending punctuation in sentences;	2.11.D.x end punctuation, apostrophes in contractions, and commas with items in a series and in dates;
(ii) apostrophes and contractions; and	2.11.D.x end punctuation, apostrophes in contractions, and commas with items in a series and in dates;
(iii) apostrophes and possessives.	

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(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) use phonological knowledge to match sounds to letters to construct unknown words;	
(B) spell words with common orthographic patterns and rules:	
(i) complex consonants (e.g., hard and soft c and g, ck);	
(ii) r-controlled vowels;	2.2.C.i spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(iii) long vowels (e.g., VCe-hope); and	2.2.A.ii distinguishing between long and short vowel sounds in one-syllable and multi-syllable words 2.2.C.i spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);	2.2.C.i spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(C) spell high-frequency words from a commonly used list;	2.11.D.xi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
(D) spell base words with inflectional endings (e.g., -ing and -ed);	2.C.vi spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;
(E) spell simple contractions (e.g., isn't, aren't, can't); and	2.2.C.iii spelling compound words, contractions, and common abbreviations;
(F) use resources to find correct spellings.	2.3.A use print or digital resources to determine meaning and pronunciation of unknown words;
(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and	2.13.A generate questions for formal and informal inquiry with adult assistance;
(B) decide what sources of information might be relevant to answer these questions.	2.13.B develop and follow a research plan with adult assistance;
(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	2.13.C identify and gather relevant sources and information to answer the questions; 2.13.D identify primary and secondary sources;
(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and	2.7.E interact with sources in meaningful ways such as illustrating or writing; and
(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	
(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.	2.13.E demonstrate understanding of information gathered
(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.	2.13.G use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen attentively to speakers and ask relevant questions to clarify information; and	2.1.A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;

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(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	2.1.B follow, restate, and give oral instructions that involve a short, related sequence of actions;
(29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	2.1.C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
(30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	2.1.D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;

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(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	
(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:	
(i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);	3.2.A.vi decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and
(ii) doubling final consonants when adding an ending (e.g., hop to hopping);	3.2.A.vi decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and
(iii) changing the final "y" to "i" (e.g., baby to babies);	3.2.A.vi decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and
(iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and	3.2.A.vi decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and
(v) using knowledge of derivational affixes (e.g., -de, -ful, -able);	3.3.C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful;
(B) use common syllabication patterns to decode words including:	
(i) closed syllable (CVC) (e.g., mag-net, splen-did);	3.2.A.ii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 3.2.A.iv decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
(ii) open syllable (CV) (e.g., ve-to);	3.2.A.ii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 3.2.A.iv decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
(iii) final stable syllable (e.g., puz-zle, con-trac-tion);	3.2.A.ii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 3.2.A.iv decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
(iv) r-controlled vowels (e.g., fer-ment, car-pool); and	3.2.A.ii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(v) vowel digraphs and diphthongs (e.g., ei-ther);	3.2.A.ii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);	3.2.A.i decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
(D) identify and read contractions (e.g., I'd, won't); and	3.2.A.iii decoding compound words, contractions, and abbreviations;
(E) monitor accuracy in decoding.	
(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	
(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;	3.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	3.6.B generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	3.6.A establish purpose for reading assigned and self-selected texts;

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(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;	3.2.A.v decoding words using knowledge of prefixes; 3.2.B.vi spelling words using knowledge of prefixes;
(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	3.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
(C) identify and use antonyms, synonyms, homographs, and homophones;	3.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and	
(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	3.2.C alphabetize a series of words to the third letter;
(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and	3.8.A infer the theme of a work, distinguishing theme from topic; 3.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
(B) compare and contrast the settings in myths and traditional folktales.	3.8.D explain the influence of the setting on the plot.
(6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	3.9.B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
(7) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	3.9.C discuss elements of drama such as characters, dialogue, setting, and acts;
(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	3.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
(A) sequence and summarize the plot's main events and explain their influence on future events;	3.8.C analyze plot elements, including the sequence of events, the conflict, and the resolution; and
(B) describe the interaction of characters including their relationships and the changes they undergo; and	3.8.B explain the relationships among the major and minor characters;
(C) identify whether the narrator or speaker of a story is first or third person.	3.10.E identify the use of literary devices, including first- or third-person point of view;
(9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.	3.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 3.9.D recognize characteristics and structures of informational text

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(10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.	3.6.D create mental images to deepen understanding;
(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
(12) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.	3.7.C use text evidence to support an appropriate response; 3.9.D recognize characteristics and structures of informational text
(13) 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:	3.9.D recognize characteristics and structures of informational text
(A) identify the details or facts that support the main idea;	3.6.G evaluate details read to determine key ideas;
(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	3.6.F make inferences and use evidence to support understanding;
(C) identify explicit cause and effect relationships among ideas in texts; and	3.9.D.iii organizational patterns such as cause and effect and problem and solution;
(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	3.9.D.ii features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and 3.10.C explain the author's use of print and graphic features to achieve specific purposes;
(14) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.	3.10.A explain the author's purpose and message within a text;
(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow and explain a set of written multi-step directions; and	
(B) locate and use specific information in graphic features of text.	
(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) understand how communication changes when moving from one genre of media to another;	3.9.F recognize characteristics of multimodal and digital texts.
(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and	
(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);	3.11.A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
(B) develop drafts by categorizing ideas and organizing them into paragraphs;	3.11.B develop drafts into a focused, structured, and coherent piece of writing

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(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	3.11.C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and	3.11.D edit drafts using standard English conventions
(E) publish written work for a specific audience.	3.11.E publish written work for appropriate audiences
(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and	3.12.A compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	3.12.A compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.	
(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) create brief compositions that:	
(i) establish a central idea in a topic sentence;	3.12.B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
(ii) include supporting sentences with simple facts, details, and explanations; and	
(iii) contain a concluding statement;	
(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and	3.12.D compose correspondence such as thank you notes or letters.
(C) write responses to literary or expository texts that demonstrate an understanding of the text.	3.7.B write a response to a literary or informational text that demonstrates an understanding of a text;
(21) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.	3.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft; and
(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (past, present, and future);	3.11.D.ii past, present, and future verb tense;
(ii) nouns (singular/plural, common/proper);	3.11.D.iii singular, plural, common, and proper nouns;
(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);	3.11.D.iv adjectives, including their comparative and superlative forms;
(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);	3.11.D.v adverbs that convey time and adverbs that convey manner;
(v) prepositions and prepositional phrases;	3.11.D.vi prepositions and prepositional phrases;
(vi) possessive pronouns (e.g., his, hers, theirs);	3.11.D.vii pronouns, including subjective, objective, and possessive cases;
(vii) coordinating conjunctions (e.g., and, or, but); and	3.11.D.viii coordinating conjunctions to form compound subjects, predicates, and sentences;
(viii) time-order transition words and transitions that indicate a conclusion;	
(B) use the complete subject and the complete predicate in a sentence; and	3.11.D.i complete simple and compound sentences with subject-verb agreement;
(C) use complete simple and compound sentences with correct subject-verb agreement.	3.11.D.i complete simple and compound sentences with subject-verb agreement;
(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	

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(A) write legibly in cursive script with spacing between words in a sentence;	3.2.D write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.
(B) use capitalization for:	
(i) geographical names and places;	3.11.D.ix capitalization of official titles of people, holidays, and geographical names and places;
(ii) historical periods; and	
(iii) official titles of people;	3.11.D.ix capitalization of official titles of people, holidays, and geographical names and places;
(C) recognize and use punctuation marks including:	
(i) apostrophes in contractions and possessives; and	3.11.D.x punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and
(ii) commas in series and dates; and	3.11.D.x punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and
(D) use correct mechanics including paragraph indentations.	
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;	3.2.B.iv spelling multisyllabic words with multiple sound-spelling patterns;
(B) spell words with more advanced orthographic patterns and rules:	
(i) consonant doubling when adding an ending;	3.2.B.vii spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;
(ii) dropping final "e" when endings are added (e.g., -ing, -ed);	3.2.B.vii spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;
(iii) changing y to i before adding an ending;	3.2.B.vii spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;
(iv) double consonants in middle of words;	3.2.B.v spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
(v) complex consonants (e.g., scr-, -dge, -tch); and	3.2.B.v spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
(vi) abstract vowels (e.g., ou as in could, touch, through, bought);	
(C) spell high-frequency and compound words from a commonly used list;	
(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);	3.2.B.i spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);	3.2.B.ii spelling homophones
(F) spell complex contractions (e.g., should've, won't); and	3.2.B.iii spelling compound words, contractions, and abbreviations;
(G) use print and electronic resources to find and check correct spellings.	3.3.A use print or digital resources to determine meaning, syllabication, and pronunciation;
(25) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and	3.13.A generate questions on a topic for formal and informal inquiry;
(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	3.13.B develop and follow a research plan with adult assistance;
(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:	
(i) student-initiated surveys, on-site inspections, and interviews;	3.13.C identify and gather relevant information from a variety of sources;

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(ii) data from experts, reference texts, and online searches; and	3.13.C identify and gather relevant information from a variety of sources; 3.13.D identify primary and secondary sources;
(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;	3.13.C identify and gather relevant information from a variety of sources;
(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);	
(C) take simple notes and sort evidence into provided categories or an organizer;	3.7.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
(D) identify the author, title, publisher, and publication year of sources; and	
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	3.13.F recognize the difference between paraphrasing and plagiarism when using source materials;
(27) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	3.13.E demonstrate understanding of information gathered;
(28) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	3.13.G create a works cited page; and 3.13.H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and	3.1.A listen actively, ask relevant questions to clarify information, and make pertinent comments;
(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	3.1.B follow, restate, and give oral instructions that involve a series of related sequences of action;
(30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	3.1.C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	3.1.D work collaboratively with others by following agreed-upon rules, norms, and protocols; and

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(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	4.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	4.3.C determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter
(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	4.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);	
(D) identify the meaning of common idioms; and	
(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	4.3.A use print or digital resources to determine meaning, syllabication, and pronunciation;
(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) summarize and explain the lesson or message of a work of fiction as its theme; and	4.7.G discuss specific ideas in the text that are important to the meaning.
(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	4.7.B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.8.B explain the interactions of the characters and the changes they undergo;
(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	4.9.B explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.	4.8.A infer basic themes supported by text evidence; 4.8.C analyze plot elements, including the rising action, climax, falling action, and resolution; 4.9.C explain structure in drama such as character tags, acts, scenes, and stage directions;
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) sequence and summarize the plot's main events and explain their influence on future events;	4.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
(B) describe the interaction of characters including their relationships and the changes they undergo; and	4.8.B explain the interactions of the characters and the changes they undergo;
(C) identify whether the narrator or speaker of a story is first or third person.	4.10.E identify and understand the use of literary devices, including first- or third-person point of view;
(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	4.6.F make inferences and use evidence to support understanding; 4.6.H synthesize information to create new understanding;

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(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.	4.10.D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; 4.10.F discuss how the author's use of language contributes to voice
(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	4.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.	4.10.A explain the author's purpose and message within a text; 4.10.B explain how the use of text structure contributes to the author's purpose;
(11) 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 idea and supporting details in text in ways that maintain meaning;	4.9.D.i recognize characteristics and structures of informational text, including the central idea with supporting evidence;
(B) distinguish fact from opinion in a text and explain how to verify what is a fact;	4.9.E.ii explaining how the author has used facts for an argument;
(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and	4.9.D.iii recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast;
(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	4.9.D.ii recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding
(12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.	4.7.C use text evidence to support an appropriate response;
(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and	
(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	4.10.C analyze the author's use of print and graphic features to achieve specific purposes;
(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	
(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and	
(C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).	4.9.F recognize characteristics of multimodal and digital texts.
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	

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(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);	4.11.A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
(B) develop drafts by categorizing ideas and organizing them into paragraphs;	4.11.B.i organizing with purposeful structure, including an introduction, transitions, and a conclusion;
(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	4.11.C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and	4.11.D edit drafts using standard English conventions,
(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.	4.11.E publish written work for appropriate audiences.
(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and	4.12.A compose literary texts such as personal narratives and poetry using genre characteristics and craft;
(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	4.12.A compose literary texts such as personal narratives and poetry using genre characteristics and craft;
(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.	
(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) create brief compositions that:	
(i) establish a central idea in a topic sentence;	4.12.B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
(ii) include supporting sentences with simple facts, details, and explanations; and	
(iii) contain a concluding statement;	
(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and	4.12.D compose correspondence that requests information.
(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	4.7.C use text evidence to support an appropriate response;
(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.	4.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft;
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (irregular verbs);	4.11.D.ii past tense of irregular verbs;
(ii) nouns (singular/plural, common/proper);	4.11.D.iii singular, plural, common, and proper nouns;
(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);	4.11.D.iv adjectives, including their comparative and superlative forms
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	4.11.D.v adverbs that convey frequency and adverbs that convey degree
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	4.11.D.vi prepositions and prepositional phrases
(vi) reflexive pronouns (e.g., myself, ourselves);	4.11.D.vii pronouns, including reflexive;
(vii) correlative conjunctions (e.g., either/or, neither/nor); and	4.11.D.viii coordinating conjunctions to form compound subjects, predicates, and sentence
(viii) use time-order transition words and transitions that indicate a conclusion;	

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(B) use the complete subject and the complete predicate in a sentence; and	4.11.D.i complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
(C) use complete simple and compound sentences with correct subject-verb agreement.	4.11.D.i complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) write legibly by selecting cursive script or manuscript printing as appropriate;	4.2.C write legibly in cursive to complete assignments
(B) use capitalization for:	
(i) historical events and documents;	4.11.D.ix capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;
(ii) titles of books, stories, and essays; and	4.11.D.ix capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;
(iii) languages, races, and nationalities; and	4.11.D.ix capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;
(C) recognize and use punctuation marks including:	
(i) commas in compound sentences; and	4.11.D.x punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue;
(ii) quotation marks.	4.11.D.x punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue;
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) spell words with more advanced orthographic patterns and rules:	4.2.B.i spelling multisyllabic words with closed syllables; open syllables, VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);	4.2.A.i decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
(ii) irregular plurals (e.g., man/men, foot/feet, child/children);	4.2.A.i decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
(iii) double consonants in middle of words;	4.2.B.iv spelling words using advanced knowledge of syllable division patterns
(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and	4.2.B.i spelling multisyllabic words with closed syllables; open syllables, VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
(v) silent letters (e.g., knee, wring);	4.2.B.i spelling multisyllabic words with closed syllables; open syllables, VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);	4.2.B.i spelling multisyllabic words with closed syllables; open syllables, VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and	4.2.B.ii spelling homophones; 4.3.D identify, use, and explain the meaning of homophones such as reign/rain.
(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	
(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and	4.13.A generate and clarify questions on a topic for formal and informal inquiry;
(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	4.13.B develop and follow a research plan with adult assistance;
(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to collect information from multiple sources of information both oral and written, including:	4.13.C identify and gather relevant information from a variety of sources

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(i) student-initiated surveys, on-site inspections, and interviews;	4.13.D identify primary and secondary sources;
(ii) data from experts, reference texts, and online searches; and	4.13.D identify primary and secondary sources;
(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;	4.13.D identify primary and secondary sources;
(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);	4.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;
(C) take simple notes and sort evidence into provided categories or an organizer;	4.7.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
(D) identify the author, title, publisher, and publication year of sources; and	4.13.G develop a bibliography;
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	4.13.F recognize the difference between paraphrasing and plagiarism when using source materials;
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	4.13.E demonstrate understanding of information gathered;
(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	4.13.H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and	4.1.A listen actively, ask relevant questions to clarify information, and make pertinent comments;
(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	4.1.B follow, restate, and give oral instructions that involve a series of related sequences of action;
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	4.1.C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	4.1.D work collaboratively with others to develop a plan of shared responsibilities.

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(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	5.3.C identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and
(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	5.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
(C) produce analogies with known antonyms and synonyms;	
(D) identify and explain the meaning of common idioms, adages, and other sayings; and	5.3.D identify, use, and explain the meaning of adages and puns.
(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.	3.3.A use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;
(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;	5.7.B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
(B) describe the phenomena explained in origin myths from various cultures; and	5.9.A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
(C) explain the effect of a historical event or movement on the theme of a work of literature.	5.6.E make connections to personal experiences, ideas in other texts, and society;
(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	5.9.B 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;
(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.	5.9.C explain structure in drama such as character tags, acts, scenes, and stage directions;
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	5.8.C analyze plot elements, including rising action, climax, falling action, and resolution; and
(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and	5.8.B analyze the relationships of and conflicts among the characters;
(C) explain different forms of third-person points of view in stories.	5.10.E identify and understand the use of literary devices, including first- or third-person point of view;
(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	5.6.F make inferences and use evidence to support understanding;

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(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.	5.10.D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;
(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	5.7.C use text evidence to support an appropriate response; 5.9.D recognize characteristics and structures of informational text 5.10.A explain the author's purpose and message within a text;
(11) 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 a text in ways that maintain meaning and logical order;	5.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
(B) determine the facts in text and verify them through established methods;	5.6.G evaluate details read to determine key ideas;
(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;	5.9.D.iii organizational patterns such as logical order and order of importance;
(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and	5.9.D.ii features such as insets, timelines, and sidebars to support understanding;
(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	5.6.H synthesize information to create new understanding; and
(12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and	9.E.i identifying the claim;
(B) recognize exaggerated, contradictory, or misleading statements in text.	9.10.G explain the purpose of hyperbole, stereotyping, and anecdote.
(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and	
(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	
(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	5.9.F recognize characteristics of multimodal and digital texts.
(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);	

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(C) identify the point of view of media presentations; and	
(D) analyze various digital media venues for levels of formality and informality.	
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	5.11.A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	5.11.B develop drafts into a focused, structured, and coherent piece of writing
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	5.11.C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
(D) edit drafts for grammar, mechanics, and spelling; and	5.11.D edit drafts using standard English conventions
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	5.11.E publish written work for appropriate audiences.
(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write imaginative stories that include:	5.12.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
(i) a clearly defined focus, plot, and point of view;	
(ii) a specific, believable setting created through the use of sensory details; and	
(iii) dialogue that develops the story; and	
(B) write poems using:	5.12.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
(i) poetic techniques (e.g., alliteration, onomatopoeia);	
(ii) figurative language (e.g., similes, metaphors); and	
(iii) graphic elements (e.g., capital letters, line length).	
(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.	
(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	5.12.B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
(A) create multi-paragraph essays to convey information about the topic that:	
(i) present effective introductions and concluding paragraphs;	
(ii) guide and inform the reader's understanding of key ideas and evidence;	
(iii) include specific facts, details, and examples in an appropriately organized structure; and	
(iv) use a variety of sentence structures and transitions to link paragraphs;	
(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and	5.12.D compose correspondence that requests information.
(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	5.7.B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 5.7.B discuss specific ideas in the text that are important to the meaning.

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(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	5.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft; and
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (irregular verbs and active voice);	5.11.D.ii past tense of irregular verbs;
(ii) collective nouns (e.g., class, public);	5.11.D.iii collective nouns;
(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);	5.11.D.iv adjectives, including their comparative and superlative forms;
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	5.11.D.v conjunctive adverbs;
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	5.11.D.vi prepositions and prepositional phrases and their influence on subject-verb agreement;
(vi) indefinite pronouns (e.g., all, both, nothing, anything);	5.11.D.vii pronouns, including indefinite;
(vii) subordinating conjunctions (e.g., while, because, although, if); and	5.11.D.viii subordinating conjunctions to form complex sentences;
(viii) transitional words (e.g., also, therefore);	
(B) use the complete subject and the complete predicate in a sentence; and	5.11.D.i complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
(C) use complete simple and compound sentences with correct subject-verb agreement.	5.11.D.i complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use capitalization for:	
(i) abbreviations;	5.11.D.ix capitalization of abbreviations, initials, acronyms, and organizations;
(ii) initials and acronyms; and	5.11.D.ix capitalization of abbreviations, initials, acronyms, and organizations;
(iii) organizations;	5.11.D.ix capitalization of abbreviations, initials, acronyms, and organizations;
(B) recognize and use punctuation marks including:	
(i) commas in compound sentences; and	5.11.D.x punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and
(ii) proper punctuation and spacing for quotations; and	5.11.D.x punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and
(C) use proper mechanics including italics and underlining for titles and emphasis.	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) spell words with more advanced orthographic patterns and rules:	
(i) consonant changes (e.g., /t/ to/sh/ in select, selection; /k/ to/sh/ in music, musician);	5.2.A.i decoding words with consonant changes, including /t/ to/sh/ such as in select and selection and /k/ to/sh/ such as music and musician;
(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and	
(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);	
(B) spell words with:	
(i) Greek Roots (e.g., tele, photo, graph, meter);	
(ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);	

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(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and	5.2.A.iv decoding words using advanced knowledge of the influence of prefixes and suffixes on base words
(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);	5.2.A.iv decoding words using advanced knowledge of the influence of prefixes and suffixes on base words
(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);	
(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and	
(E) know how to use the spell-check function in word processing while understanding its limitations.	
(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and	5.13.A generate and clarify questions on a topic for formal and informal inquiry;
(B) generate a research plan for gathering relevant information about the major research question.	5.13.B develop and follow a research plan with adult assistance;
(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	5.13.C identify and gather relevant information from a variety of sources;
(B) differentiate between primary and secondary sources;	5.13.D understand credibility of primary and secondary sources;
(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	5.13.G develop a bibliography
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	5.13.F differentiate between paraphrasing and plagiarism when using source materials;
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and	
(B) evaluate the relevance, validity, and reliability of sources for the research.	5.13.E demonstrate understanding of information gathered;
(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A) compiles important information from multiple sources;	5.13.C identify and gather relevant information from a variety of sources;
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	
(C) presents the findings in a consistent format; and	5.13.H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	5.13.G develop a bibliography
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	5.1.A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;

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(B) follow, restate, and give oral instructions that include multiple action steps; and	5.1.B follow, restate, and give oral instructions that include multiple action steps;
(C) determine both main and supporting ideas in the speaker's message.	
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	5.1.C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	5.1.D work collaboratively with others to develop a plan of shared responsibilities.

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(1) Reading/Fluency. Students read grade-level Text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level Text based on the reading purpose and the nature of the Text.	6.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determined the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	6.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.
(B) use context (e.g., cause and effect or compare and contrast organizational Text structures) to determined or clarify the meaning of unfamiliar or multiple meaning words;	6.2.B use context such as definition, analogy, and examples to clarify the meaning of words; and
(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ___ or pen:ink as book: ___);	
(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and	
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determined the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	6.2.A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
(3) Reading/Comprehension of Literary text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	6.7.A infer multiple themes within and across texts using text evidence;
(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and	
(C) compare and contrast the historical and cultural settings of two literary works.	6.7.D analyze how the setting, including historical and cultural settings, influences character and plot development.
(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from Text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	6.8.B analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from Text to support their understanding. Students are expected to explain the similarities and differences in the setting, character's, and plot of a play and those in a film based upon the same story line.	6.8.C analyze how playwrights develop characters through dialogue and staging;
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from Text to support their understanding. Students are expected to:	
(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	6.7.C analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and
(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	
(C) describe different forms of point-of-view, including first- and third-person.	6.9.E identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;

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(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from Text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	6.9.F analyze how the author's use of language contributes to mood and voice; and
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary Text and provide evidence from Text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	6.9.D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the Text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	6.9.A explain the author's purpose and message within a text;
(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;	6.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;
(B) explain whether facts included in an argument are used for or against an issue;	
(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and	6.8.D.iii organizational patterns such as definition, classification, advantage, and disadvantage;
(D) synthesize and make logical connections between ideas within a Text and across two or three Texts representing similar or different genres.	6.5.H synthesize information to create new understanding; and
(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive Text and provide evidence from Text to support their analysis. Students are expected to:	
(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and	
(B) identify simply faulty reasoning used in persuasive Texts.	
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural Texts and documents. Students are expected to:	
(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and	
(B) interpret factual, quantitative, or Technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex Texts. Students are expected to:	
(A) explain messages conveyed in various forms of media;	
(B) recognize how various Techniques influence viewers' emotions;	
(C) critique persuasive Techniques (e.g., Testimonials, bandwagon appeal) used in media messages; and	
(D) analyze various digital media venues for levels of formality and informality.	6.8.F analyze characteristics of multimodal and digital texts.

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(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose Text. Students are expected to:	
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	6.10.A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	6.10.B develop drafts into a focused, structured, and coherent piece of writing by:
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of Text after rethinking how well questions of purpose, audience, and genre have been addressed;	6.10.C revise drafts for clarity, development, organization, style, word choice, and sentence variety;
(D) edit drafts for grammar, mechanics, and spelling; and	6.10.D edit drafts using standard English conventions
(E) revise final draft in response to feedback from peers and Teacher and publish written work for appropriate audiences.	6.10.E edit drafts using standard English conventions
(15) Writing/Literary Texts. Students writing literary Texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) writing imaginative stories that include:	6.11.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
(i) a clearly defined focus, plot, and point of view;	
(ii) a specific, believable setting created through the use of sensory details; and	
(iii) dialogue that develops the story; and	
(B) writing poems using:	
(i) poetic Techniques (e.g., alliteration, onomatopoeia);	6.11.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
(ii) figurative language (e.g., similes, metaphors); and	
(iii) graphic elements (e.g., capital letters, line length).	
(16) Writing. Students writing about their own experiences. Students are expected to writing a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	6.11.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
(17) Writing/Expository and Procedural Texts. Students writing expository and procedural or work-related Texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) create multi-paragraph essays to convey information about a topic that:	6.11.B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
(i) present effective introductions and concluding paragraphs;	
(ii) guide and inform the reader's understanding of key ideas and evidence;	
(iii) include specific facts, details, and examples in an appropriately organized structure; and	
(iv) use a variety of sentence structures and transitions to link paragraphs;	
(B) writing informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	6.11.D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
(C) writing responses to literary or expository Texts and provide evidence from the Text to demonstrate understanding; and	6.6.B write responses that demonstrate understanding of texts, including comparing sources within and across genres; 6.6.C use text evidence to support an appropriate response;
(D) produce a multimedia presentation involving Text and graphics using available Technology.	

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(18) Writing/Persuasive Texts. Students writing persuasive Texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to writing persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	6.11.C compose multi-paragraph argumentative texts using genre characteristics and craft; and
(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (irregular verbs and active and passive voice);	6.10.D.ii consistent, appropriate use of verb tenses;
(ii) non-count nouns (e.g., rice, paper);	
(iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);	
(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);	6.10.D.iii conjunctive adverbs;
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	6.10.D.iv prepositions and prepositional phrases and their influence on subject-verb agreement;
(vi) indefinite pronouns (e.g., all, both, nothing, anything);	6.10.D.v pronouns, including relative;
(vii) subordinating conjunctions (e.g., while, because, although, if); and	6.10.D.vi subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;
(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);	
(B) differentiate between the active and passive voice and know how to use them both; and	
(C) use complete simple and compound sentences with correct subject-verb agreement.	6.10.D.i complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use capitalization for:	
(i) abbreviations;	6.10.D.viii punctuation marks, including commas in complex sentences, transitions, and introductory elements; and
(ii) initials and acronyms; and	6.10.D.viii punctuation marks, including commas in complex sentences, transitions, and introductory elements; and
(iii) organizations;	6.10.D.viii punctuation marks, including commas in complex sentences, transitions, and introductory elements; and
(B) recognize and use punctuation marks including:	
(i) commas in compound sentences;	6.10.D.viii punctuation marks, including commas in complex sentences, transitions, and introductory elements; and
(ii) proper punctuation and spacing for quotations; and	
(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and	
(C) use proper mechanics including italics and underlining for titles of books.	
(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);	6.10.D.ix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
(B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and	
(C) know how to use the spell-check function in word processing while understanding its limitations.	
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and	6.12.A generate student-selected and teacher-guided questions for formal and informal inquiry;

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(B) generate a research plan for gathering relevant information about the major research question.	6.12.B develop and revise a plan;
(23) Research/Gathering Sources. Students determined, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference Texts, periodicals, web pages, online sources) and data from experts;	6.12.D identify and gather relevant information from a variety of sources;
(B) differentiate between primary and secondary sources;	6.12.E differentiate between primary and secondary sources;
(C) record data, utilizing available Technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	6.12.I display academic citations and use source materials ethically; and
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	6.12.G differentiate between paraphrasing and plagiarism when using source materials;
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and	6.12.C refine the major research question, if necessary, guided by the answers to a secondary set of questions;
(B) evaluate the relevance and reliability of sources for the research.	6.12.H.i reliability, credibility, and bias; and
(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A) compiles important information from multiple sources;	6.12.F synthesize information from a variety of sources;
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	
(C) presents the findings in a consistent format; and	6.12.J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	6.12.I display academic citations and use source materials ethically; and
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;	6.1.A listen actively to interpret a message, ask clarifying questions, and respond appropriately;
(B) follow and give oral instructions that include multiple action steps; and	6.1.B follow and give oral instructions that include multiple action steps;
(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.	
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	6.1.C give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
(28) Listening and Speaking/Teamwork. Students work productively with others in Teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	6.1.D participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.