



**Comparison of
Previous ELA/R TEKS to
Current ELA/R TEKS
Grades 3–9 Reading
Grade 10 and Exit Level ELA
Grades 4 and 7 Writing**

TAKS Comparison of Previous ELA/R TEKS to Current ELA/R TEKS

This chart represents a comparison of the old and new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
<p>(3.5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to</p>	
(3.5) (D): use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words	(4) (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 [Reading/Vocabulary Development]
(3.5) (E): use knowledge of word order (syntax) and context to support word identification and confirm word meaning	(4) (B): use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs [Reading/Vocabulary Development]
<p>(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to</p>	
(3.7) (B): read from a variety of genres [for pleasure and] to acquire information from both print and electronic sources	(13) (A): identify the details or facts that support the main idea [Informational/Expository] (13) (C): identify explicit cause and effect relationships among ideas in texts [Informational/Expository]
<p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to</p>	
(3.8) (C) use [resources and references such as beginners' dictionaries, glossaries, available technology, and] context to build word meanings and to confirm pronunciations of words	(4) Students understand new vocabulary and use it when reading and writing. [Reading/Vocabulary Development]
(3.8) (D): demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words]	(4) (B): use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs [Reading/Vocabulary Development] (4) (C): identify and use antonyms, synonyms, homographs, and homophones [Reading/Vocabulary Development]

<p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to</p>	
<p>(3.9) (C): retell [or act out the order of] important events in stories</p>	<p>(13) (A): identify the details or facts that support the main idea [Informational/Expository] (8) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction]</p>
<p>(3.9) (H): produce summaries of text selections</p>	<p>(8) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction]</p>
<p>Objective 2</p>	
<p>The student will apply knowledge of literary elements to understand culturally diverse written texts.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to</p>	
<p>(3.11) (H): analyze characters, including their traits, feelings, relationships, and changes</p>	<p>(8) (B): describe the interaction of characters including their relationships and the changes they undergo [Literary/Fiction]</p>
<p>(3.11) (I): identify the importance of the setting to a story’s meaning</p>	<p>Figure 19 (D): make inferences about text and use textual evidence to support understanding</p>
<p>(3.11) (J): recognize the story problem(s) or plot</p>	<p>(8) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction]</p>

Objective 3	
The student will use a variety of strategies to analyze culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
<p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to</p>	
(3.9) (C): retell [or act out] the order of important events in stories	(8) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction] Figure 19 (E): summarize information in text, maintaining meaning and logical order
(3.9) (I): represent text information in different ways, including story maps, graphs, and charts	Figure 19 (D): make inferences about text and use textual evidence to support understanding
<p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to</p>	
(3.11) (A): distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve	(13) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. [Informational/Expository]
(3.11) (C): recognize the distinguishing features of familiar genres, including stories, [poems,] and informational texts	(5) 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. [Literary/Theme and Genre] (12) (A): identify the topic and locate the author’s stated purposes in writing the text [Informational/Culture and History]

Objective 4	
The student will apply critical-thinking skills to analyze culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to	
(3.9) (F): make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions	(5) (A): paraphrase the themes and supporting details of fables, legends, myths, or stories [Literary/Theme and Genre] Figure 19 (D): make inferences about text and use textual evidence to support understanding
(3.9) (F): make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(3.9) (F): make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(3.9) (F): make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions	(13) (B): draw conclusions from the facts presented in text and support those assertions with textual evidence [Informational/Expository] Figure 19 (D): make inferences about text and use textual evidence to support understanding
(3.9) (J): distinguish fact from opinion in various texts, including news stories and advertisements	(14) (A): identify what the author is trying to persuade the reader to think or do [Informational/Persuasive]
(3.10) Reading/literary response. The student responds to various texts. The student is expected to	
(3.10) (C): support interpretations or conclusions with examples drawn from text	(13) (B): draw conclusions from the facts presented in text and support those assertions with textual evidence [Informational/Expository] Figure 19 (D): make inferences about text and use textual evidence to support understanding

TAKS Comparison of Previous ELA/R TEKS to Current ELA/R TEKS

This chart represents a comparison of the old and new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
(4.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to	
(4.9) (B): draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words	(2) (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 [Reading/Vocabulary Development] (8) (A): identify the author’s use of similes and metaphors to produce imagery [Literary/Sensory Language]
(4.9) (D): determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like, pay, or happy</i> and affixes such as <i>dis-, pre-, and un-</i>	(2) (A): determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]
(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(4.10) (F): determine a text’s main (or major) ideas	(11) (A): summarize the main idea and supporting details in text in ways that maintain meaning [Informational/Expository] (6) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction]
(4.10) (G): paraphrase and summarize text to recall, inform, and organize ideas	(6) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction] (11) (A): summarize the main idea and supporting details in text in ways that maintain meaning [Informational/Expository] Figure 19 (E): summarize information in text, maintaining meaning and logical order

Objective 2	
The student will apply knowledge of literary elements to understand culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
	
(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	
(4.12) (H): analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo	(6) (B): describe the interaction of characters including their relationships and the changes they undergo [Literary/Fiction]
(4.12) (I): recognize and analyze story plot, setting, and problem resolution	(6) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction]
Objective 3	
The student will use a variety of strategies to analyze culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
	
(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(4.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information	(11) (C): describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison [Informational/Expository] (6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Literary Text/Fiction]
(4.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information	(6) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction] (11) (C): describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison [Informational/Expository] Figure 19 (E): summarize information in text, maintaining meaning and logical order

<p>(4.10) (I): find similarities and differences across texts such as in treatment, scope, or organization</p>	<p>(11) (C): describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison [Informational/Expository]</p> <p>Figure 19 (F): make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</p>
<p>(4.10) (L): represent text information in different ways such as in outline, timeline, or graphic organizer</p>	<p>(11) (C): describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison [Informational/Expository]</p> <p>Figure 19 (D): make inferences about text and use textual evidence to support understanding</p>
<p>(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to</p>	
<p>(4.12) (A): judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?”</p>	<p>Figure 19 (D): make inferences about text and use textual evidence to support understanding</p>
<p>(4.12) (C): identify the purposes of different types of texts such as to inform, influence, express, or entertain</p>	<p>(10) (A): explain the difference between a stated and an implied purpose for an expository text [Informational/Culture and History]</p>
<p>(4.12) (E): compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants</p>	<p>Figure 19 (F): make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</p>
<p>(4.12) (J): describe how the author’s perspective or point of view affects the text</p>	<p>(12) (A): explain how an author uses language to present information to influence what the reader thinks or does [Informational/Persuasive]</p>

Objective 4	
The student will apply critical-thinking skills to analyze culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(4.10) (H): draw inferences such as conclusions or generalizations and support them with text evidence [and experience]	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(4.10) (J): distinguish fact and opinion in various texts	(11) (B): distinguish fact from opinion in a text and explain how to verify what is a fact [Informational/Expository]
(4.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to	
(4.11) (C): support responses by referring to relevant aspects of text [and his/her own experiences]	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(4.11) (D): connect, compare, and contrast ideas, themes, and issues across text	Figure 19 (F): make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	
(4.12) (B): recognize that authors organize information in specific ways	(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Literary/ Fiction] (11) (C): describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison [Informational/Expository]

TAKS
Comparison of Previous ELA/R TEKS to Current ELA/R TEKS

This chart represents a comparison of the old and new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
<p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to</p>	
<p>(5.9) (B): draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words</p>	<p>(2) (B): use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words [Reading/Vocabulary Development]</p> <p>(8) (A): evaluate the impact of sensory details, imagery, and figurative language in literary text [Literary/Sensory Language]</p>
<p>(5.9) (D): determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like, pay, or happy</i> and affixes such as <i>dis-, pre-, and un-</i></p>	<p>(2) (A): determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]</p>
<p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to</p>	
<p>(5.10) (F): determine a text’s main (or major) ideas</p>	<p>(11) (A): summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order [Informational/ Expository]</p> <p>(6) (A): describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events [Literary/Fiction]</p>

<p>(5.10) (F): determine a text’s main (or major) ideas and how those ideas are supported with details</p>	<p>(11) (A): summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order [Informational/ Expository]</p> <p>(6) (A): describe incidents that advance the story or novel, [explaining how each incident gives rise to or foreshadows future events] [Literary/Fiction]</p> <p>(6) (B): explain the roles and functions of characters in various plots, including their relationships and conflicts [Literary/Fiction]</p>
<p>(5.10) (G): paraphrase and summarize text to recall, inform, or organize ideas</p>	<p>(11) (A): summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order [Informational/ Expository]</p> <p>Figure 19 (E): summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</p>

Objective 2

The student will apply knowledge of literary elements to understand culturally diverse written texts.

<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to</p>	
<p>(5.12) (H): analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</p>	<p>(6) (B): explain the roles and functions of characters in various plots, including their relationships and conflicts [Literary/Fiction]</p>
<p>(5.12) (I): recognize and analyze story plot, setting, and problem resolution</p>	<p>(6) (A): describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events [Literary/Fiction]</p>

Objective 3

The student will use a variety of strategies to analyze culturally diverse written texts.

<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to</p>	

<p>(5.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information</p>	<p>(11) (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 [Informational/Expository]</p>
<p>(5.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information</p>	<p>(6) (A): describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events [Literary/Fiction]</p> <p>(11) (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 [Informational/Expository]</p> <p>Figure 19 (E): summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</p>
<p>(5.10) (I): find similarities and differences across texts such as in treatment, scope, or organization</p>	<p>(3) (A): compare and contrast the themes or moral lessons of several works of fiction from various cultures [Literary/Theme and Genre]</p> <p>(11) (E): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres [Informational/Expository]</p> <p>Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence</p>
<p>(5.10) (L): represent text information in different ways such as in outline, timeline, or graphic organizer</p>	<p>Figure 19 (D): make inferences about text and use textual evidence to support understanding</p>
<p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to</p>	
<p>(5.12) (A): judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?”</p>	<p>Figure 19 (D): make inferences about text and use textual evidence to support understanding</p>
<p>(5.12) (C): identify the purposes of different types of texts such as to inform, influence, express, or entertain</p>	<p>(10) (A): draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved [Informational/Culture and History]</p>

(5.12) (E): compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants	Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence
(5.12) (J): describe how the author’s perspective or point of view affects the text	(12) (A): identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument [Informational/ Persuasive]
Objective 4	
The student will apply critical-thinking skills to analyze culturally diverse written texts.	
Previous ELA/R TEKS ▼	Current ELA/R TEKS ▼
(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(5.10) (H): draw inferences such as conclusions or generalizations and support them with text evidence [and experience]	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(5.10) (J): distinguish fact and opinion in various texts	(11) (B): determine the facts in text [Informational/ Expository]
(5.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to	
(5.11) (C): support responses by referring to relevant aspects of text [and his/her own experiences]	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(5.11) (D): connect, compare, and contrast ideas, themes, and issues across text	(11) (E): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres [Informational/Expository] Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence
(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	

<p>(5.12) (B): recognize that authors organize information in specific ways</p>	<p>(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Literary/ Fiction]</p> <p>(11) (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 [Informational/ Expository]</p>
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TAKS Comparison of Previous ELA/R TEKS to Current ELA/R TEKS

This chart represents a comparison of the old and new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous ELA/R TEKS ▼	Current ELA/R TEKS ▼
<p>(6.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to</p>	
<p>(6.9) (B): draw on experiences to bring meanings to words in context such as interpreting [idioms,] multiple-meaning words, and analogies</p>	<p>(2) (B): use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words [Reading/Vocabulary Development]</p>
<p>(6.9) (D): determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i>, <i>pay</i>, or <i>happy</i> and affixes such as <i>dis-</i>, <i>pre-</i>, or <i>un-</i></p>	<p>(2) (A): determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]</p>
<p>(6.9) (F): distinguish denotative and connotative meanings</p>	<p>(2) (B): use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words [Reading/Vocabulary Development]</p>
<p>(6.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to</p>	
<p>(6.10) (F): determine a text’s main (or major ideas) and how those ideas are supported with details</p>	<p>(10) (A): summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions [Informational/Expository]</p> <p>Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>

<p>(6.10) (F): determine a text’s main (or major ideas) and how those ideas are supported with details</p>	<p>(10) (A): summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions [Informational/Expository]</p> <p>Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>
<p>(6.10) (G): paraphrase and summarize text to recall, inform, or organize ideas</p>	<p>(6) (A): summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction [Literary/Fiction]</p> <p>(10) (A): summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions [Informational/Expository]</p> <p>Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>

Objective 2

The student will apply knowledge of literary elements to understand culturally diverse written texts.

<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(6.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to</p>	
<p>(6.12) (F): analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</p>	<p>(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Literary/ Fiction]</p>
<p>(6.12) (G): recognize and analyze story plot, setting, and problem resolution</p>	<p>(6) (A): summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction [Literary/Fiction]</p>
<p>(6.12) (J): recognize and interpret literary devices such as flashback, foreshadowing, and symbolism</p>	<p>(8) (A): explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains [Literary/Sensory Language]</p>

Objective 3	
The student will use a variety of strategies to analyze culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
(6.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(6.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information	10 (C): explain how different organizational patterns (e.g., proposition-and support, problem-and-solution) develop the main idea and the author’s viewpoint [Informational/ Expository]
(6.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information	Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts
(6.10) (I): find similarities and differences across texts such as in treatment, scope, or organization	(3) (B): analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures [Literary/ Theme and Genre] (10) (D): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres [Informational/Expository] Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
(6.10) (L): represent text information in different ways such as in outline, timeline, or graphic organizer	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(6.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	
(6.12) (A): identify the purposes of different types of texts such as to inform, influence, express, or entertain	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(6.12) (C): compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants	Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence

(6.12) (H): describe how the author’s perspective or point of view affects the text	(10) (C): explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author’s viewpoint [Informational/Expository]
Objective 4	
The student will apply critical-thinking skills to analyze culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
	
(6.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(6.10) (H): draw inferences such as conclusions or generalizations and support them with text evidence [and experience]	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(6.10) (J): distinguish fact and opinion in various texts	(10) (B): explain whether facts included in an argument are used for or against an issue [Informational/Expository]
(6.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to	
(6.11) (C): support responses by referring to relevant aspects of text [and his/her own experiences]	Figure 19 (D): make inferences about text and use textual evidence to support understanding Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
(6.11) (D): connect, compare, and contrast ideas, themes, and issues across text	(10) (D): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres [Informational/Expository] Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
(6.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	

<p>(6.12) (I): analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, and chronologically</p>	<p>(10) (C): explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author’s viewpoint [Informational/Expository]</p> <p>Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</p>
<p>(6.12) (K): recognize how style, tone, and mood contribute to the effect of the text</p>	<p>(8) (A): explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains [Literary/Sensory Language]</p>

TAKS Comparison of Previous ELA/R TEKS to Current ELA/R TEKS

This chart represents a comparison of the old and new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous ELA/R TEKS 	Current ELA/R TEKS 
<p>(7.6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to</p>	
<p>(7.6) (B): use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes</p>	<p>(2) (A): determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]</p>
<p>(7.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to</p>	
<p>(7.9) (B): draw on experiences to bring meanings to words in context such as interpreting figurative language, [idioms,] multiple-meaning words, and analogies</p>	<p>(2) (B): use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words [Reading/Vocabulary Development]</p> <p>(8) (A): determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood [Literary/Sensory Language]</p>
<p>(7.9) (D): determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i>, <i>pay</i>, or <i>happy</i> and affixes such as <i>dis-</i>, <i>pre-</i>, or <i>un-</i></p>	<p>(2) (A): determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]</p>
<p>(7.9) (F): distinguish denotative and connotative meanings</p>	<p>(2) (B): use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words [Reading/Vocabulary Development]</p>

<p>(7.10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to</p>	
<p>(7.10) (F): determine a text’s main (or major) ideas and how those ideas are supported with details</p>	<p>(10) (A): evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning [Informational/Expository] Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>
<p>(7.10) (F): determine a text’s main (or major) ideas and how those ideas are supported with details</p>	<p>(10) (A): evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning [Informational/Expository] Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>
<p>(7.10) (G): paraphrase and summarize text to recall, inform, or organize ideas</p>	<p>(10) (A): evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning [Informational/Expository] Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>
<p>Objective 2</p>	
<p>The student will apply knowledge of literary elements to understand culturally diverse written texts.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(7.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to</p>	
<p>(7.12) (F): analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</p>	<p>(6) (B): analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts [Literary/Fiction]</p>

<p>(7.12) (G): recognize and analyze story plot, setting, and problem resolution</p>	<p>(3) (C): analyze how place and time influence the theme or message of a literary work [Literary/ Theme and Genre]</p> <p>6 (A): explain the influence of the setting on plot development [Literary/Fiction]</p> <p>6 (B): analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts</p>
<p>(7.12) (J): recognize and interpret literary devices such as flashback, foreshadowing, and symbolism</p>	<p>(8) (A): determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood [Literary/Sensory Language]</p> <p>(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Literary/ Fiction]</p>
<p>Objective 3</p>	
<p>The student will use a variety of strategies to analyze culturally diverse written texts.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(7.10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to</p>	
<p>(7.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information</p>	<p>10 (C): use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text [Informational/Expository]</p>
<p>(7.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information</p>	<p>Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>
<p>(7.10) (I): find similarities and differences across texts such as in treatment, scope, or organization</p>	<p>(10) (D): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence [Informational/Expository]</p> <p>Figure 19 (D): make complex inferences about text and use textual evidence to support understanding</p>

(7.10) (L): represent text information in different ways such as in outline, timeline, or graphic organizer	Figure 19 (D): make complex inferences about text and use textual evidence to support understanding
(7.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	
(7.12) (A): identify the purposes of different types of texts such as to inform, influence, express, or entertain	Figure 19 (D): make complex inferences about text and use textual evidence to support understanding
(7.12) (C): compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants	Figure 19 (F): make connections between and across texts, including other media (e.g., film, play), and provide textual evidence
(7.12) (H): describe how the author’s perspective or point of view affects the text	(10) (B): distinguish factual claims from commonplace assertions and opinions Figure 19 (D): make complex inferences about text and use textual evidence to support understanding
Objective 4	
The student will apply critical-thinking skills to analyze culturally diverse written texts.	
Previous ELA/R TEKS 	Current ELA/R TEKS 
(7.10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to	
(7.10) (H): draw inferences such as conclusions or generalizations and support them with text evidence [and experience]	Figure 19 (D): make complex inferences about text and use textual evidence to support understanding
(7.10) (J): distinguish fact and opinion in various texts	(10) (B): distinguish factual claims from commonplace assertions and opinions [Informational/Expository]
(7.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to	

<p>(7.11) (C): support responses by referring to relevant aspects of text [and his/her own experiences]</p>	<p>Figure 19 (D): make complex inferences about text and use textual evidence to support understanding</p> <p>Figure 19 (F): make connections between and across texts, including other media (e.g., film, play), and provide textual evidence</p>
<p>(7.11) (D): connect, compare, and contrast ideas, themes, and issues across text</p>	<p>(10) (D): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence [Informational/Expository]</p> <p>Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p> <p>Figure 19 (F): make connections between and across texts, including other media (e.g., film, play), and provide textual evidence</p>
<p>(7.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to</p>	
<p>(7.12) (I): analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically</p>	<p>(10) (C): use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text [Informational/Expository]</p>
<p>(7.12) (K): recognize how style, tone, and mood contribute to the effect of the text</p>	<p>(8) (A): determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood [Literary/Sensory Language]</p>

TAKS Comparison of Previous ELA/R TEKS to Current ELA/R TEKS

This chart represents a comparison of the old and new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
(8.6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to	
(8.6) (B): use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes	(2) (A): determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]
(8.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to	
(8.9) (B): draw on experiences to bring meanings to words in context such as interpreting [idioms,] multiple-meaning words, and analogies	(2) (B): use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings [Reading/Vocabulary Development]
(8.9) (D): determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , or <i>un-</i>	(2) (A): determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]
(8.9) (F): distinguish denotative and connotative meanings	(2) (B): use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings [Reading/Vocabulary Development]
(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(8.10) (F): determine a text’s main (or major) ideas and how those ideas are supported with details	(10) (A): summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order [Informational/Expository] Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts

<p>(8.10) (F): determine a text’s main (or major) ideas and how those ideas are supported with details</p>	<p>(10) (A): summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order [Informational/Expository]</p> <p>Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>
<p>(8.10) (G): paraphrase and summarize text to recall, inform, or organize ideas</p>	<p>(10) (A): summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order [Informational/Expository]</p> <p>Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>
<p>Objective 2</p>	
<p>The student will apply knowledge of literary elements to understand culturally diverse written texts.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(8.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to</p>	
<p>(8.12) (F): analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</p>	<p>(3) (C): explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work [Literary/ Theme and Genre]</p> <p>(6) (B): analyze how the central characters’ qualities influence the theme of a fictional work and resolution of the central conflict [Literary/ Fiction]</p>
<p>(8.12) (G): recognize and analyze story plot, setting, and problem resolution</p>	<p>(3) (C): explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work [Literary/ Theme and Genre]</p> <p>(6) (A): analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved [Literary/Fiction]</p> <p>(6) (B): analyze how the central characters’ qualities influence the theme of a fictional work and resolution of the central conflict [Literary/ Fiction]</p>

<p>(8.12) (J): recognize and interpret literary devices such as flashback, foreshadowing, and symbolism</p>	<p>(8) (A): explain the effect of similes and extended metaphors in literary text [Literary/Sensory Language]</p> <p>(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Literary/ Fiction]</p>
<p>Objective 3</p>	
<p>The student will use a variety of strategies to analyze culturally diverse written texts.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to</p>	
<p>(8.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information</p>	<p>(10) (C): make subtle inferences and draw complex conclusions about the ideas in text and their organization patterns [Informational/ Expository]</p>
<p>(8.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information</p>	<p>(10) (A): summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order [Informational/Expository]</p> <p>Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>
<p>(8.10) (I): find similarities and differences across texts such as in treatment, scope, or organization</p>	<p>(10) (D): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence [Informational/Expository]</p> <p>Figure 19 (F): make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence</p>
<p>(8.10) (L): represent text information in different ways such as in outline, timeline, or graphic organizer</p>	<p>Figure 19 (D): make complex inferences about text and use textual evidence to support understanding</p>
<p>(8.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to</p>	
<p>(8.12) (A): identify the purposes of different types of texts such as to inform, influence, express, or entertain</p>	<p>Figure 19 (D): make complex inferences about text and use textual evidence to support understanding</p>

(8.12) (C): compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants	Figure 19 (F): make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence
(8.12) (H): describe how the author’s perspective or point of view affects the text	(10) (B): distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text Figure 19 (D): make complex inferences about text and use textual evidence to support understanding
Objective 4	
The student will apply critical-thinking skills to analyze culturally diverse written texts.	
Previous ELA/R TEKS ▼	Current ELA/R TEKS ▼
(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(8.10) (H): draw inferences such as conclusions or generalizations and support them with text evidence [and experience]	(10) (C): make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns [Informational/Expository] Figure 19 (D): make complex inferences about text and use textual evidence to support understanding
(8.10) (J): distinguish fact and opinion in various texts	(10) (B): distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text [Informational/Expository]
(8.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to	
(8.11) (C): support responses by referring to relevant aspects of text [and his/her own experiences]	(10) (D): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence [Informational/Expository] Figure 19 (D): make complex inferences about text and use textual evidence to support understanding

<p>(8.11) (D): connect, compare, and contrast ideas, themes, and issues across text</p>	<p>(10) (D): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence [Informational/Expository]</p> <p>Figure 19 (E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts;</p> <p>Figure 19 (F): make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence</p>
<p>(8.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to</p>	
<p>(8.12) (I): analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically</p>	<p>(10) (C): make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns [Informational/Expository]</p>
<p>(8.12) (K): recognize how style, tone, and mood contribute to the effect of the text</p>	<p>(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Literary/Fiction]</p> <p>(8) Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text.</p> <p>(8) (A): explain the effect of similes and extended metaphors in literary text.</p> <p>Figure 19 (D): make complex inferences about text and use textual evidence to support understanding</p>

TAKS Comparison of Previous ELA/R TEKS to Current ELA/R TEKS

This chart represents a comparison of the old and new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
(9.6) Reading/word identification/ vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to	
(9.6) (B): rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary	(1) (B): analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words [Reading/Vocabulary Development]
(9.6) (C): apply meanings of prefixes, roots, and suffixes in order to comprehend	(1) (A): determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]
(9.6) (E): use reference material such as glossary, dictionary, thesaurus, [and available technology] to determine precise meanings and usage	(1) (E): use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology [Reading/Vocabulary Development]
(9.6) (F): identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation	(1) (C): produce analogies that describe a function of an object or its description [Reading/Vocabulary Development]
(9.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(9.7) (F): identify main ideas and their supporting details	(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction] (8) (A): explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose [Reading/Comprehension of Informational Text/Culture and History]

<p>(9.7) (G): summarize texts</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(9) (A): summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion [Reading/Comprehension of Informational Text/Expository Text]</p>
<p>(9.8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to</p>	
<p>(9.8) (B): read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media]</p>	
<p>Objective 2</p>	
<p>The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(9.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to</p>	
<p>(9.10) (B): use elements of text to defend his/her own responses and interpretations</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event [Reading/Comprehension of Literary Text/Literary Nonfiction]</p>

	<p>(8) (A): explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose. [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(9): Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(9.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to</p>	
<p>(9.11) (A): recognize the theme (general observation about life or human nature) within a text</p>	<p>(2) (A): analyze how the genre of texts with similar themes shapes meaning [Reading/Comprehension of Literary Text/Theme and Genre];</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(9.11) (B): analyze the relevance of setting and time frame to text’s meaning</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(9.11) (C): analyze characters and identify time and point of view</p>	<p>(5) (B): analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils [Reading/Comprehension of Literary Text/Fiction];</p> <p>(5) (C): analyze the way in which a work of fiction is shaped by the narrator’s point of view [Reading/Comprehension of Literary Text/Fiction];</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>

<p>(9.11) (D): identify basic conflicts</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(9.11) (E): analyze the development of plot in narrative text</p>	<p>(5) (A): analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development [Reading/Comprehension of Literary Text/Fiction]</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(9.11) (F): recognize and interpret important symbols</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(9.11) (G): recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning</p>	<p>(7) (A): explain the role of irony, sarcasm, and paradox in literary works. [Reading/Comprehension of Literary Text/Sensory Language]</p> <p>(2) (C): relate the figurative language of a literary work to its historical and cultural setting. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(9.11) (H): understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(7) (A): explain the role of irony, sarcasm, and paradox in literary works [Reading/Comprehension of Literary Text/Sensory Language]</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>

Objective 3	
The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	
Previous ELA/R TEKS	Current ELA/R TEKS
(9.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(9.7) (E): analyze text structures such as compare and contrast, cause and effect, and chronological ordering	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(9) (C): make subtle inferences and draw complex conclusions about [the ideas in text and their] organizational patterns [Reading/Comprehension of Informational Text/Expository Text]</p>
(9.7) (H): draw inferences such as conclusions, generalizations, and predictions and support them from text	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(9) (C): make subtle inferences and draw complex conclusions about the ideas in text [and their organizational patterns] [Reading/Comprehension of Informational Text/Expository Text]</p>
(9.8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to	

<p>(9.8) (D): interpret the possible influences of the historical context on a literary work</p>	<p>(2) (B): analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(8) (A): explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose [Reading/Comprehension of Informational Text/Culture and History]</p>
<p>(9.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to</p>	
<p>(9.10) (B): use elements of text to defend his/her own responses and interpretations</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(8) (A): explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(9): Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(9.12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to</p>	
<p>(9.12) (A): analyze characteristics of text, including its structure, word choices, and intended audience</p>	<p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>

<p>(9.12) (B): evaluate the credibility of information sources and determine the writer’s motives</p>	<p>(8) (A): explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(10) (A): analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(9.12) (C): analyze text to evaluate the logical argument [and to determine the mode of reasoning used such as induction and deduction]</p>	<p>(9) (C): make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(10) (A): analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience [Reading/Comprehension of Informational Text/Persuasive Text]</p> <p>(10) (B): analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(9.12) (D): analyze texts such as editorials, [documentaries,] and advertisements for bias and use of common persuasive techniques</p>	<p>(9) (B): differentiate between opinions that are substantiated and unsubstantiated in the text [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(10) (A): analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience [Reading/Comprehension of Informational Text/Persuasive Text]</p> <p>(10) (B): analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(9.19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to</p>	

<p>(9.19) (B): analyze relationships, ideas, [and cultures] as represented in various media</p>	<p>(12) (A): compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts [Reading/Media Literacy]</p> <p>(12) (B): analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) [Reading/Media Literacy]</p>
<p>(9.19) (C): distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements</p>	<p>(12) (D): evaluate changes in formality and tone within the same medium for specific audiences and purposes [Reading/Media Literacy]</p>
<p>(9.20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to</p>	
<p>(9.20) (B): deconstruct media to get the main idea of the message's content</p>	<p>(12) (A): compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts [Reading/Media Literacy]</p> <p>(12) (B): analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) [Reading/Media Literacy]</p>
<p>(9.20) (C): evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols</p>	<p>(12): 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. [Reading/Media Literacy]</p>

TAKS
Comparison of Previous ELA/R TEKS to Current ELA/R TEKS

This chart represents a comparison of the old and new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
(10.6) Reading/word identification/ vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to	
(10.6) (B): rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary	(1) (B): analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words [Reading/Vocabulary Development]
(10.6) (C): apply meanings of prefixes, roots, and suffixes in order to comprehend	(1) (A): determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]
(10.6) (E): use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage	(1) (E): use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology [Reading/Vocabulary Development]
(10.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	

<p>(10.7) (F): produce summaries of texts by identifying main ideas and their supporting details</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(8) (A): analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(9) (A): summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique [Reading/Comprehension of Informational Text/Expository Text]</p>
<p>(10.8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to</p>	
<p>(10.8) (B): read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media]</p>	<p>(5) (D): demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature [Reading/Comprehension of Literary Text/Fiction]</p> <p>(8) (A): analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(2): 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. [Reading/Comprehension of Literary Text/[Theme and] Genre]</p>

Objective 2	
The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
(10.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to	
(10.10) (B): use elements of text to defend his/her own responses and interpretations	<p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(7) (A): explain the function of symbolism, allegory, and allusions in literary works [Reading/Comprehension of Literary Text/Sensory Language]</p> <p>(8): Students [are expected to] analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(9): Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p>

<p>(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to</p>	
<p>(10.11) (A): compare and contrast varying aspects of texts such as themes, conflicts, and allusions</p>	<p>(2) (A): compare and contrast differences in similar themes expressed in different time periods [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p>
	<p>(7) (A): explain the function of symbolism, allegory, and allusions in literary works [Reading/Comprehension of Literary Text/Sensory Language]</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(10.11) (B): analyze relevance of setting and time frame to text’s meaning</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(10.11) (C): describe and analyze the development of plot and identify conflicts and how they are addressed and resolved</p>	<p>(5) (A): analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction [Reading/Comprehension of Literary Text/Fiction]</p> <p>(5) (B): analyze differences in the characters’ moral dilemmas in works of fiction across different countries or cultures [Reading/Comprehension of Literary Text/Fiction]</p> <p>(5) (C): evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction [Reading/Comprehension of Literary Text/Fiction]</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>

<p>(10.11) (D): analyze [the melodies of] literary language, including its use of evocative words and rhythms</p>	<p>(2) (C): relate the figurative language of a literary work to its historical and cultural setting [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(6) (A): evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(7) (A): explain the function of symbolism, allegory, and allusions in literary works [Reading/Comprehension of Literary Text/Sensory Language]</p>
<p>(10.11) (E): connect literature to historical contexts, current events, [and his/her own experiences]</p>	<p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(8) (A): analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details [Reading/Comprehension of Informational Text/Culture and History]</p>
<p>(10.11) (F): understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read</p>	<p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(6) (A): evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(7) (A): explain the function of symbolism, allegory, and allusions in literary works [Reading/Comprehension of Literary Text/Sensory Language]</p>
<p>Objective 3</p>	
<p>The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 

<p>(10.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to</p>	
<p>(10.6) (F): discriminate between connotative and denotative meanings and interpret the connotative power of words</p>	<p>(1) (B): analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words [Reading/Vocabulary Development]</p>
<p>(10.6) (G): read and understand analogies</p>	<p>(1) (C): infer word meaning through the identification and analysis of analogies and other word relationships [Reading/Vocabulary Development]</p>
<p>(10.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to</p>	
<p>(10.7) (E): analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(9) (C): make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns [Reading/Comprehension of Informational Text/Expository Text]</p>

<p>(10.7) (G): draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience]</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(9) (B): distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(9) (C): make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns [Reading/Comprehension of Informational Text/Expository Text]</p> <p>Figure 19 (B): make complex inferences about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(10.8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to</p>	
<p>(10.8) (D): interpret the possible influences of the historical context on a literary work</p>	<p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(8) (A): analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. [Reading/Comprehension of Informational Text/Culture and History]</p>
<p>(10.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to</p>	

<p>(10.10) (B): use elements of text to defend his/her own responses and interpretations</p>	<p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction. [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(7) (A): explain the function of symbolism, allegory, and allusions in literary works. [Reading/Comprehension of Literary Text/Sensory Language]</p> <p>(8) (A): analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. [Reading/Comprehension of Informational Text/Culture and History]</p>
	<p>(9): Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(10.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to</p>	

<p>(10.12) (A): analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice</p>	<p>(5) (C): evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(8) (A): analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(9) (C): make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns [Reading/Comprehension of Informational Text/Expository Text]</p>
<p>(10.12) (B): evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility</p>	<p>(10) (A): explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(10.12) (C): recognize logical, deceptive, and/or faulty modes of persuasion in texts</p>	<p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(10.19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to</p>	
<p>(10.19) (B): analyze relationships, ideas, [and cultures] as represented in various media</p>	<p>(11) (A): evaluate text for the clarity of its graphics and its visual appeal [Reading/Comprehension of Informational Text/Procedural Text]</p> <p>(12) (A): evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts [Reading/Media Literacy]</p> <p>(12) (B): analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) [Reading/Media Literacy]</p>

<p>(10.19) (C): distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements</p>	<p>(12) (A): evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts [Reading/Media Literacy]</p>
<p>(10.20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to</p>	
<p>(10.20) (B): deconstruct media to get the main idea of the message's content</p>	<p>(12) (A): evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts [Reading/Media Literacy]</p> <p>(12) (B): analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) [Reading/Media Literacy]</p>
<p>(10.20) (C): evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols</p>	<p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p> <p>(12) (A): evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts [Reading/Media Literacy]</p>

Objective 4	
The student will, within a given context, produce an effective composition for a specific purpose.	
Previous ELA/R TEKS	Current ELA/R TEKS
<p>(10.1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to</p>	
<p>(10.1) (B): write in a voice and a style appropriate to audience and purpose</p>	<p>(13) (A): plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea [Writing/Writing Process]</p> <p>(13) (B): structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning [Writing/Writing Process]</p> <p>(13) (C): revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p>
<p>(10.1) (C): organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>	<p>(13) (A): plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea [Writing/Writing Process]</p> <p>(13) (B): structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning [Writing/Writing Process]</p> <p>(13) (C): revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p>

<p>(10.2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to</p>	
<p>(10.2) (B): develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose</p>	<p>(13) (B): structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning [Writing/Writing Process]</p>
<p>(10.2) (C): proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>(13) (C): revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p> <p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(10.5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to</p>	
<p>(10.5) (A): evaluate writing for both mechanics and content</p>	<p>(13) (C): revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p> <p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>Objective 5</p>	
<p>The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(10.2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to</p>	
<p>(10.2) (C): proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(10.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to</p>	

<p>(10.3) (A): produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses]</p>	<p>(18): Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]</p> <p>(19) (A): spell correctly, including using various resources to determine and check correct spellings [Oral and Written Conventions/Spelling]</p>
<p>(10.3) (B): demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism</p>	<p>(17): Students understand the function of and use the conventions of academic language when speaking and writing. [Oral and Written Conventions/Conventions]</p>
<p>(10.3) (C): compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>	<p>(17): Students understand the function of and use the conventions of academic language when speaking and writing. [Oral and Written Conventions/Conventions]</p>
<p>(10.5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to</p>	
<p>(10.5) (A): evaluate writing for both mechanics and content</p>	<p>(13) (C): revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p> <p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>Objective 6</p>	
<p>The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(10.2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to</p>	
<p>(10.2) (C): proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>(13) (C): revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p> <p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>

<p>(10.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to</p>	
<p>(10.3) (A): produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses]</p>	<p>(18) (A) use conventions of capitalization [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]</p> <p>(18) (B) use correct punctuation marks [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]</p> <p>(19) (A): spell correctly, including using various resources to determine and check correct spellings [Oral and Written Conventions/Spelling]</p>
<p>(10.3) (B): demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism</p>	<p>(17) (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) [Oral and Written Conventions/Conventions]</p>
<p>(10.3) (C): compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>	<p>(17) (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) [Oral and Written Conventions/Conventions]</p>
<p>(10.3) (D): produce error-free writing in the final draft</p>	<p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(10.5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to</p>	
<p>(10.5) (A): evaluate writing for both mechanics and content</p>	<p>(13) (C): revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p> <p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>

TAKS
Comparison of Previous ELA/R TEKS to Current ELA/R TEKS

This chart represents a comparison of the old and new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous ELA/R TEKS	Current ELA/R TEKS
<p>(11.6) Reading/word identification/ vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to</p>	
(11.6) (B): rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary	(1) (B): analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings [Reading/ Vocabulary Development]
(11.6) (C): apply meanings of prefixes, roots, and suffixes in order to comprehend	(1) (A): determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes [Reading/ Vocabulary Development]
(11.6) (E): use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage	(1) (E): use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed [Reading/ Vocabulary Development]
<p>(11.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to</p>	
(11.7) (F): produce summaries of texts by identifying main ideas and their supporting details	(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/ Comprehension of Literary Text/Fiction] (9) (A): summarize a text in a manner that captures the author’s viewpoint, its main ideas, and its elements without taking a position or expressing an opinion [Reading/Comprehension of Informational Text/Expository Text]
<p>(11.8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to</p>	

<p>(11.8) (B): read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media]</p>	<p>(8) (A): analyze how the style, tone, and diction of a text advance the author’s purpose and perspective or stance. [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p>
<p>(11.8) (C) read American and other world literature, including classic and contemporary works</p>	<p>(5) (D): demonstrate familiarity with works by authors in American fiction from each major literary period [Reading/Comprehension of Literary Text/Fiction]</p>

Objective 2

The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(11.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to</p>	
<p>(11.10) (B): use elements of text to defend, clarify, and negotiate responses and interpretations</p>	<p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(7) (A): analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works [Reading/Comprehension of Literary Text/Sensory Language]</p>

	<p>(8) (A): analyze how the style, tone, and diction of a text advance the author’s purpose and perspective or stance [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(9): Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(11.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to</p>	
<p>(11.11) (A): compare and contrast varying aspects of texts such as themes, conflicts, and allusions both within and across texts</p>	<p>(2) (A): analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(5) (A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author’s portrayal of the plot and setting in works of fiction [Reading/Comprehension of Literary Text/Fiction]</p> <p>(7) (A): analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works [Reading/Comprehension of Literary Text/Sensory Language]</p> <p>Figure 19 (B): make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(11.11) (B): analyze relevance of setting and time frame to text’s meaning</p>	<p>(5) (A): evaluate how different literary elements (e.g., figurative language, point of view) shape the author’s portrayal of the plot and setting in works of fiction [Reading/Comprehension of Literary Text/Fiction]</p> <p>Figure 19 (B): make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>

<p>(11.11) (C): describe and analyze the development of plot and identify conflicts and how they are addressed and resolved</p>	<p>(5) (A): evaluate how different literary elements (e.g., figurative language, point of view) shape the author’s portrayal of the plot and setting in works of fiction [Reading/Comprehension of Literary Text/Fiction]</p> <p>(5) (B): analyze the internal and external development of characters through a range of literary devices [Reading/Comprehension of Literary Text/Fiction]</p> <p>(5) (C): analyze the impact of narration when the narrator’s point of view shifts from one character to another [Reading/Comprehension of Literary Text/Fiction]</p> <p>Figure 19 (B): make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding [Reading/Comprehension Skills]</p>
<p>(11.11) (D): analyze [the melodies of] literary language, including its use of evocative words and rhythms</p>	<p>(5) (A): evaluate how different literary elements (e.g., figurative language, point of view) shape the author’s portrayal of the plot and setting in works of fiction [Reading/Comprehension of Literary Text/Fiction]</p> <p>(7) (A): analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works [Reading/Comprehension of Literary Text/Sensory Language]</p>
<p>(11.11) (E): connect literature to historical contexts, current events, [and his/her own experiences]</p>	<p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(8) (A): analyze how the style, tone, and diction of a text advance the author’s purpose and perspective or stance [Reading/Comprehension of Informational Text/Culture and History]</p>

<p>(11.11) (F): understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read</p>	<p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(7) (A): analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works [Reading/Comprehension of Literary Text/Sensory Language]</p>
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Objective 3

The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(11.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to</p>	
<p>(11.6) (F): discriminate between connotative and denotative meanings and interpret the connotative power of words</p>	<p>(1) (B): analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings [Reading/Vocabulary Development]</p>
<p>(11.6) (G): read and understand analogies</p>	<p>(1) (C): infer word meaning through the identification and analysis of analogies and other word relationships [Reading/Vocabulary Development]</p>
<p>(11.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to</p>	

<p>(11.7) (E): analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding</p>	<p>(2) (B): relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(5) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(9) (C): make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns [Reading/Comprehension of Informational Text/Expository Text]</p>
<p>(11.7) (G): draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience]</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(9) (C): make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(11.8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to</p>	

<p>(11.8) (D): interpret the possible influences of the historical context on a literary work</p>	<p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(8) (A): analyze how the style, tone, and diction of a text advance the author’s purpose and perspective or stance [Reading/Comprehension of Informational Text/Culture and History]</p>
<p>(11.10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to</p>	
<p>(11.10) (B): use elements of text to defend, clarify, and negotiate responses and interpretations</p>	<p>(2): 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. [Reading/Comprehension of Literary Text/Theme and Genre]</p> <p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(7) (A): analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works [Reading/Comprehension of Literary Text/Sensory Language]</p> <p>(8) (A): analyze how the style, tone, and diction of a text advance the author’s purpose and perspective or stance [Reading/Comprehension of Informational Text/Culture and History]</p>

	<p>(9): Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(11.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to</p>	
<p>(11.12) (A): analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice</p>	<p>(5): Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Reading/Comprehension of Literary Text/Fiction]</p> <p>(6) (A): analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning [Reading/Comprehension of Literary Text/Literary Nonfiction]</p> <p>(8) (A): analyze how the style, tone, and diction of a text advance the author’s purpose and perspective or stance [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(9) (C): make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns [Reading/Comprehension of Informational Text/Expository Text]</p> <p>(10) (A): evaluate how the author’s purpose and stated or perceived audience affect the tone of persuasive texts [Reading/Comprehension of Informational Text/Persuasive Text]</p>

<p>(11.12) (B): evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility</p>	<p>(5) (C): analyze the impact of narration when the narrator’s point of view shifts from one character to another [Reading/Comprehension of Literary Text/Fiction]</p> <p>(8) (A): analyze how the style, tone, and diction of a text advance the author’s purpose and perspective or stance [Reading/Comprehension of Informational Text/Culture and History]</p> <p>(10) (A): evaluate how the author’s purpose and stated or perceived audience affect the tone of persuasive texts [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(11.12) (C): recognize logical, deceptive, and/or faulty modes of persuasion in texts</p>	<p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p>
<p>(11.19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to</p>	
<p>(11.19) (B): analyze relationships, ideas, [and cultures] as represented in various media</p>	<p>(12) (A): evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts [Reading/Media Literacy]</p> <p>(12) (B): evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media [Reading/Media Literacy]</p>
<p>(11.19) (C): distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements</p>	<p>(12) (A): evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts [Reading/Media Literacy]</p>
<p>(11.20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to</p>	
<p>(11.20) (B): deconstruct media to get the main idea of the message’s content</p>	<p>(12) (A): evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts [Reading/Media Literacy]</p> <p>(12) (B): evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media [Reading/Media Literacy]</p>

<p>(11.20) (C): evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols</p>	<p>(10): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. [Reading/Comprehension of Informational Text/Persuasive Text]</p> <p>(12) (A): evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts [Reading/Media Literacy]</p>
<p>Objective 4</p>	
<p>The student will, within a given context, produce an effective composition for a specific purpose.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(11.1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to</p>	
<p>(11.1) (B): write in a voice and a style appropriate to audience and purpose</p>	<p>(13) (A): plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea [Writing/Writing Process]</p> <p>(13) (B): structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning [Writing/Writing Process]</p> <p>(13) (C): revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases [Writing/Writing Process]</p>

<p>(11.1) (C): organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>	<p>(13) (A): plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea [Writing/Writing Process]</p>
	<p>(13) (B): structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning [Writing/Writing Process]</p> <p>(13) (C): revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases [Writing/Writing Process]</p>
<p>(11.2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to</p>	
<p>(11.2) (B): develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose</p>	<p>(13) (B): structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning [Writing/Writing Process]</p>
<p>(11.2) (C): proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>(13) (C): revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases [Writing/Writing Process]</p> <p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(11.5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to</p>	

<p>(11.5) (A): evaluate writing for both mechanics and content</p>	<p>(13) (C): revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases [Writing/Writing Process]</p> <p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
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Objective 5

The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(11.2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to</p>	
<p>(11.2) (C): proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(11.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to</p>	
<p>(11.3) (A): produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses]</p>	<p>(18): Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]</p> <p>(19) (A): spell correctly, including using various resources to determine and check correct spellings [Oral and Written Conventions/Spelling]</p>
<p>(11.3) (B): demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism</p>	<p>(17): Students understand the function of and use the conventions of academic language when speaking and writing. [Oral and Written Conventions/Conventions]</p>
<p>(11.3) (C): compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>	<p>(17): Students understand the function of and use the conventions of academic language when speaking and writing. [Oral and Written Conventions/Conventions]</p>

<p>(11.5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to</p>	
<p>(11.5) (A): evaluate writing for both mechanics and content</p>	<p>(13) (C): revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases [Writing/Writing Process]</p> <p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>Objective 6</p>	
<p>The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.</p>	
<p>Previous ELA/R TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(11.2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to</p>	
<p>(11.2) (C): proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>(13) (C): revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases [Writing/Writing Process]</p> <p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(11.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to</p>	

<p>(11.3) (A): produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses]</p>	<p>(18) (A): correctly and consistently use conventions of punctuation and capitalization [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]</p> <p>(19) (A): spell correctly, including using various resources to determine and check correct spellings [Oral and Written Conventions/Spelling]</p>
<p>(11.3) (B): demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism</p>	<p>(17) (B): use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>
<p>(11.3) (C): compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>	<p>(17) (B): use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>
<p>(11.3) (D): produce error-free writing in the final draft</p>	<p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(11.5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to</p>	
<p>(11.5) (A): evaluate writing for both mechanics and content</p>	<p>(13) (C): revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases [Writing/Writing Process]</p> <p>(13) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>

TAKS
Comparison of Previous Writing TEKS to Current ELA/R TEKS

This chart represents a comparison of the old Writing TEKS and the new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will, within a given context, produce an effective composition for a specific purpose.	
Previous Writing TEKS	Current ELA/R TEKS
(4.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to	
(4.15) (A): write to express, [discover, record,] develop, reflect on ideas, and to problem solve (4–8)	(17) (A): write about important personal experiences [Writing]
(4.15) (C): write to inform such as to explain, describe, [report,] and narrate (4–8)	(18) (A): create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement [Writing/Expository and Procedural Texts]
(4.15) (D): write to entertain such as to compose [humorous poems or] short stories (4–8)	(16) (A): write imaginative stories that build the plot to a climax and contain details about the characters and setting [Writing/Literary Texts]
(4.15) (E): exhibit an identifiable voice in personal narratives and in stories (4–5)	
(4.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to	
(4.16) (A): write legibly by selecting cursive or manuscript as appropriate (4–8)	(21) (A): write legibly by selecting cursive script or manuscript printing as appropriate [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]
(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to	

(4.19) (C): revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8)	(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]
(4.19) (D): revise drafts for coherence, progression, and logical support of ideas (4–8)	(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]
Objective 2	
The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	
Previous Writing TEKS	Current ELA/R TEKS
▼	▼
(4.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to	
(4.16) (B): capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4–5)	(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]
(4.17) Writing/spelling. The student spells proficiently. The student is expected to	
(4.17) (A): write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i> , and syllable boundary patterns (3–6)	(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]
(4.17) (B): write with accurate spelling of roots such as <i>drink, speak, read, or happy</i> ; inflections such as those that change tense or number; suffixes such as <i>-able</i> or <i>-less</i> ; and prefixes such as <i>re-</i> or <i>un-</i> (4–6)	(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]
(4.17) (D): spell accurately in final drafts (4–8)	(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]
(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to	

<p>(4.18) (A): use regular and irregular plurals correctly (4–6)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.18) (B): write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4–5)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p> <p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.18) (C): employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.18) (D): use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p>
<p>(4.18) (E): use prepositional phrases to elaborate written ideas (4–8)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p>
<p>(4.18) (F): use conjunctions to connect ideas meaningfully (4–5)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p>
<p>(4.18) (G): write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> (4–8)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.18) (H): write with increasing accuracy when using objective case pronouns such as “Dan cooked for you and me.” (4–5)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(4.19) (E): edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p> <p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.19) (H): proofread his/her own writing and that of others (4–8)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>

Objective 3	
The student will recognize appropriate organization of ideas in written text.	
Previous Writing TEKS	Current ELA/R TEKS
	
<p>(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(4.19) (C): revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p>
<p>(4.19) (D): revise drafts for coherence, progression, and logical support of ideas (4–8)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p> <p>(18) (A): create brief compositions that: (ii) include supporting sentences with simple facts, details, and explanations [Writing/Expository and Procedural Texts]</p> <p>(20) (A): use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (viii) use time-order transition words and transitions that indicate a conclusion [Oral and Written Conventions/Conventions]</p>
Objective 4	
The student will recognize correct and effective sentence construction in written text.	
Previous Writing TEKS	Current ELA/R TEKS
	
<p>(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to</p>	
<p>(4.18) (B): write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4–5)</p>	<p>(20) (B): use the complete subject and the complete predicate in a sentence [Oral and Written Conventions/Conventions]</p> <p>(20) (C): use complete simple and compound sentences with correct subject-verb agreement [Oral and Written Conventions/Conventions]</p>

<p>(4.18) (E): use prepositional phrases to elaborate written ideas (4–8)</p>	<p>(20) (A): use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details [Oral and Written Conventions/Conventions]</p>
<p>(4.18) (F): use conjunctions to connect ideas meaningfully (4–5)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p> <p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(4.19) (E): edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p>
<p style="text-align: center;">Objective 5</p>	
<p style="text-align: center;">The student will recognize standard usage and appropriate word choice in written text.</p>	
<p style="text-align: center;">Previous Writing TEKS</p> 	<p style="text-align: center;">Current ELA/R TEKS</p> 
<p>(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to</p>	
<p>(4.18) (C): employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8)</p>	<p>(20) (A): use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs); (ii) nouns (singular/plural, common/proper); (vi) reflexive pronouns (e.g., myself, ourselves); [Oral and Written Conventions/Conventions]</p> <p>(20) (C): use complete simple and compound sentences with correct subject-verb agreement [Oral and Written Conventions/Conventions]</p>

<p>(4.18) (D): use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8)</p>	<p>(20) (A): use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) [Oral and Written Conventions/Conventions]</p>
<p>(4.18) (H): write with increasing accuracy when using objective case pronouns such as “Dan cooked for you and me” (4–5)</p>	<p>(20): 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. [Oral and Written Conventions/Conventions]</p>
<p>(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(4.19) (E): edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.19) (H): proofread his/her own writing and that of others (4–8)</p>	<p>(15): Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. [Writing/Writing Process]</p> <p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p style="text-align: center;">Objective 6</p>	
<p style="text-align: center;">The student will proofread for correct punctuation, capitalization, and spelling in written text.</p>	
<p style="text-align: center;">Previous Writing TEKS</p>	<p style="text-align: center;">Current ELA/R TEKS</p>
<p>(4.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to</p>	

<p>(4.16) (B): capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4–5)</p>	<p>(21) (B): use capitalization for: (i) historical events and documents; (ii) titles of books, stories, and essays; and (iii) languages, races, and nationalities; (15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
	<p>(21) (C): recognize and use punctuation marks including: (i) commas in compound sentences; (ii) quotation marks; (15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.17) Writing/spelling. The student spells proficiently. The student is expected to</p>	
<p>(4.17) (A): write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i>, and syllable boundary patterns (3–6)</p>	<p>(22) (A): spell words with more advanced orthographic patterns and rules: (i) plural rules (e.g., words ending in <i>f</i> as in <i>leaf</i>, <i>leaves</i>; adding <i>-es</i>); (ii) irregular plurals (e.g., <i>man/men</i>, <i>foot/feet</i>, <i>child/children</i>); (iii) double consonants in middle of words; (iv) other ways to spell <i>sh</i> (e.g., <i>-sion</i>, <i>-tion</i>, <i>-cian</i>); and (v) silent letters (e.g., <i>knee</i>, <i>wring</i>) [Oral and Written Conventions/Spelling]</p>
<p>(4.17) (B): write with accurate spelling of roots such as <i>drink</i>, <i>speak</i>, <i>read</i>, or <i>happy</i>, inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i>, and prefixes such as <i>re-</i> or <i>un-</i> (4–6)</p>	<p>(22) (B): spell base words and roots with affixes (e.g., <i>-ion</i>, <i>-ment</i>, <i>-ly</i>, <i>dis-</i>, <i>pre-</i>) [Oral and Written Conventions/Spelling]</p>
<p>(4.17) (D): spell accurately in final drafts (4–8)</p>	<p>(22) (D): use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings [Oral and Written Conventions/Spelling]</p>
<p>(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to</p>	
<p>(4.18) (G): write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> (4–8)</p>	<p>(21) (C): recognize and use punctuation marks (15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>

<p>(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(4.19) (H): proofread his/her own writing and that of others (4–8)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>

TAKS Comparison of Previous Writing TEKS to Current ELA/R TEKS

This chart represents a comparison of the old Writing TEKS and the new ELA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will, within a given context, produce an effective composition for a specific purpose.	
Previous Writing TEKS	Current ELA/R TEKS
(7.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to	
(7.15) (A): write to express, [discover, record,] develop, reflect on ideas, and to problem solve (4–8)	(16): Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences. [Writing]
(7.15) (B): write to influence such as to persuade, argue, and request (4–8)	(18): Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. [Writing/Persuasive Texts]
(7.15) (C): write to inform such as to explain, describe, report, and narrate (4–8)	(17) (A): write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs [Writing/Expository and Procedural Texts]
(7.15) (D): write to entertain such as to compose [humorous poems or] short stories (4–8)	(15) (A): write an imaginative story [Writing/Literary Texts]
(7.15) (E): select and use voice and style appropriate to audience and purpose (6–8)	(14) (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 [Writing/Writing Process] (14) (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 [Writing/Writing Process]

	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p>
<p>(7.15) (G): use literary devices effectively such as suspense, dialogue, and figurative language (5–8)</p>	<p>(15) (A): write an imaginative story that: (v) uses a range of literary strategies and devices to enhance the style and tone [Writing/Literary Texts]</p> <p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p>
<p>(7.15) (H): produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6–8)</p>	<p>(14) (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 [Writing/Writing Process]</p> <p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p>
<p>(7.16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship, and spelling to communicate clearly. The student is expected to</p>	
<p>(7.16) (A): write legibly by selecting cursive or manuscript as appropriate (4–8)</p>	<p>(20): Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]</p>
<p>(7.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	

<p>(7.18) (C): revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8)</p>	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p>
<p>(7.18) (D): revise drafts for coherence, progression, and logical support of ideas (4–8)</p>	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p>
<p>Objective 2</p>	
<p>The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.</p>	
<p>Previous Writing TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(7.16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship, and spelling to communicate clearly. The student is expected to</p>	
<p>(7.16) (B): capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.16) (C): spell derivatives correctly by applying the spellings of bases and affixes (7–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.16) (D): spell frequently misspelled words correctly such as <i>their</i>, <i>they're</i>, and <i>there</i> (7–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.16) (E): use resources to find correct spellings (4–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.16) (F): spell accurately in final drafts (4–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to</p>	

<p>(7.17) (A): write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7–8)</p>	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p> <p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.17) (B): use conjunctions to connect ideas meaningfully (4–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.17) (C): employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.17) (D): use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8)</p>	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p>
<p>(7.17) (E): use prepositional phrases to elaborate written ideas (4–8)</p>	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p>
<p>(7.17) (F): use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.17) (G): write with increasing accuracy when using apostrophes in contractions such as <i>won't</i> and possessives such as <i>Smith's</i> (4–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.17) (H): write with increasing accuracy when using pronoun case such as “She had the party” (6–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	

<p>(7.18) (E): edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8)</p>	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p> <p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.18) (H) proofread his/her own writing and that of others (4–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>

Objective 3

The student will recognize appropriate organization of ideas in written text.

<p>Previous Writing TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(7.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(7.18) (C): revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8)</p>	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p>
<p>(7.18) (D): revise drafts for coherence, progression, and logical support of ideas (4–8)</p>	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p> <p>(17) (A): write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs [Writing/Expository and Procedural Texts]</p>

Objective 4	
The student will recognize correct and effective sentence construction in written text.	
Previous Writing TEKS	Current ELA/R TEKS
(7.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to	
(7.17) (A): write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7–8)	(19) (B): write complex sentences and differentiate between main versus subordinate clauses [Oral and Written Conventions/Conventions] (19) (C): use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses [Oral and Written Conventions/Conventions]
(7.17) (B): use conjunctions to connect ideas meaningfully (4–8)	(19) (A): identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vii) subordinating conjunctions (e.g., because, since) [Oral and Written Conventions/Conventions] (19) (B): write complex sentences and differentiate between main versus subordinate clauses [Oral and Written Conventions/Conventions]
(7.17) (E): use prepositional phrases to elaborate written ideas (4–8)	(19) (A): identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases and their influence on subject-verb agreement [Oral and Written Conventions/Conventions] (14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]
(7.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to	

<p>(7.18) (E): edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8)</p>	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p> <p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>Objective 5</p>	
<p>The student will recognize standard usage and appropriate word choice in written text.</p>	
<p>Previous Writing TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(7.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to</p>	
<p>(7.17) (C): employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8)</p>	<p>(19): Students understand the function of and use the conventions of academic language when speaking and writing. [Oral and Written Conventions/Conventions]</p> <p>(19) (A): identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking [Oral and Written Conventions/Conventions]</p>
<p>(7.17) (D): use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8)</p>	<p>(19): Students understand the function of and use the conventions of academic language when speaking and writing. [Oral and Written Conventions/Conventions]</p> <p>(19) (A): identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adverbial and adjectival phrases and clauses; [Oral and Written Conventions/Conventions]</p>
<p>(7.17) (F): use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6–8)</p>	<p>(19): Students understand the function of and use the conventions of academic language when speaking and writing. [Oral and Written Conventions/Conventions]</p> <p>(19) (A): identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles; [Oral and Written Conventions/Conventions]</p>

<p>(7.17) (H): write with increasing accuracy when using pronoun case such as “She had the party” (6–8)</p>	<p>(19): Students understand the function of and use the conventions of academic language when speaking and writing. [Oral and Written Conventions/Conventions]</p> <p>(19) (A): identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking [Oral and Written Conventions/Conventions]</p>
<p>(7.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(7.18) (E): edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8)</p>	<p>(14) (C): revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed [Writing/Writing Process]</p> <p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.18) (H): proofread his/her own writing and that of others (4–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>Objective 6</p>	
<p>The student will proofread for correct punctuation, capitalization, and spelling in written text.</p>	
<p>Previous Writing TEKS</p> 	<p>Current ELA/R TEKS</p> 
<p>(7.16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship, and spelling to communicate clearly. The student is expected to</p>	

<p>(7.16) (B): capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6–8)</p>	<p>(20) (A): use conventions of capitalization [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]</p> <p>(20) (B): recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]</p> <p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.16) (C): spell derivatives correctly by applying the spellings of bases and affixes (7–8)</p>	<p>(21): Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. [Oral and Written Conventions/Spelling]</p>
<p>(7.16) (D): spell frequently misspelled words correctly such as <i>their, they're, and there</i> (7–8)</p>	<p>(21): Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. [Oral and Written Conventions/Spelling]</p>
<p>(7.16) (F): spell accurately in final drafts (4–8)</p>	<p>(21): Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. [Oral and Written Conventions/Spelling]</p>
<p>(7.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to</p>	
<p>(7.17) (G): write with increasing accuracy when using apostrophes in contractions such as <i>won't</i> and possessives such as <i>Smith's</i> (4–8)</p>	<p>(20) (B): recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]</p> <p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>
<p>(7.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(7.18) (H): proofread his/her own writing and that of others (4–8)</p>	<p>(14) (D): edit drafts for grammar, mechanics, and spelling [Writing/Writing Process]</p>