Prepared by the State Board of Education TEKS Review Committees

First Draft, November 2015

These draft proposed revisions reflect the changes to the Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committee for **Grade 6 – Grade 8**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

GRADE 6 - GRADE 8, ENGLISH LANGUAGE ARTS AND READING TABLE OF CONTENTS

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§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.		
TEKS with edits		Committee Comments
(a)	Introduction.	
(1)	The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.	
(2)	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A)	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B)	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C)	During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with	

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	no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	
(3)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 6 as described in subsection (b) of this section.	
(4)	To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.	
(b)	Knowledge and skills.	
(1)	~~Reading/Fluency. Students read grade-level text with fluency and comprehension.~~	Absorbed into new KS 1
1	Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:	New KS 1
	~~to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.~~	Moved from old 6.1A; Moved to "Foundational Skills"
(A)~~(2)~~	~~Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.. Students are expected to:~~ Develop vocabulary to:	Absorbed into new KS 1
(i)	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes in a variety of authentic texts;	Moved from old 6.2A
(ii)1C	use context and structure ~~(e.g., cause and effect or compare and contrast organizational text structures)~~ to determine or clarify the meaning of unfamiliar or multiple meaning words;	Moved from old 6.2B
(iii)	use word reference resources ~~a dictionary, a glossary, or a thesaurus (printed or electronic)~~ to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context.	Moved from old 6.2E
B	Develop Foundational Skills by…	
Bi	~~to~~ adjusting fluency when reading ~~aloud~~ grade-level text based on the reading purpose ~~and the nature of the text.~~	Absorbed in new KS 1
Bii	Reading self-selected texts independently for a sustained period of time in order to develop and refine skills	New align k-12 strand

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2	Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:	New KS 2
(A)	~~determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;~~	Moved to KS 1
(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;~~	Moved to KS 1
(C)	~~complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: _____ or pen:ink as book: _____);~~	Concept is addressed in new K&S
(D)	~~explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and~~	Students will use context or resources in determining the meaning of these. The stand -alone SE does not require application of skills
(E)	~~use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.~~	Moved to new KS 1
(3)	~~Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understandingStudents are expected to:~~	Absorbed into KS
(A)	Combine information from the text and the readers schema in order to create a new understanding	Note: Synthesis – C Synthesis - (2DI)
	Use text features, elements, structure to make and confirm prediction.	Note: Predicting (CCRS 111 2A) –
	Generate questions about text to deepen understanding and gain information.	Note: Questioning (Figure 19 B)
	Visualize to create sensory images to interpret and analyze text.	Visualizing (CCRS 11 A6) –
	Search connections to personal experiences, ideas in other texts, and to the larger community.	Note: Connecting (Fig 19 F) (CCRS 11D1)– Search
	Sort through information read to distinguish what is most important and understanding the authors message.	Note: Determining Importance – New S.E. (Research cited: Allington, Stephanie Harvey) Wilkerson (E.R.)
	Make inference about text and use textual evidence to support understanding.	Note: Inference (Fig. 19 D) (CCRS IIA4)
	Summarize paraphrase or retell (Synthesis it is justified in a S.E.) text in ways that maintain meaning and logical order within a text and across text.	Note: Summarize (Fig.19 E)
	Establish purpose for reading assigned and self selected text and monitor comprehension making connections and adjustments when that understanding breaks down.	Note: Comprehension repair/self monitor (Fig. 19) (3rd 2.c)

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3	Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:	New KS
(A)	~~infer the implicit theme of a work of fiction, distinguishing theme from the topic;~~	Moved to new KS 6
(B)	~~analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and~~	Moved to new KS 5
(C)	~~compare and contrast the historical and cultural settings of two literary works.~~	Moved tone KS 6
3A	explain how texts evoke personal response	
3B	~~write responses~~ respond to ~~literary or expository~~ texts and provide relevant text evidence ~~from the text~~ to demonstrate understanding; ~~and~~	Moved from 6.17C; align with new KS 3
3C	Use a variety of strategies such as annotation, graphic organizers, notetaking, and text coding to note and organize important information in meaningful ways	Vertical alignment with high school; PD for "strategies" Address media as a text type: analyze various digital media venues for purpose and effect 6.13D
~~(4)~~	~~Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.~~	Absorbed into new KS 5
4	Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:	New KS
	~~Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.~~	Moved to new KS 5
A	~~listen to and~~ interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;	Moved from old 26A
	~~26Bfollow and give oral instructions that include multiple action steps; and~~	Moved from old 26B; not collaboration SE
B	paraphrase the major ideas and supporting evidence in formal and informal presentations.	Moved from old 26C
C	~~Students are expected to~~ give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	Moved from old 6.27A
D	~~Students are expected to~~ participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	Moved from old 6.28A

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~~(5)~~	~~Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.~~	Absorbed into new KS 5
5	Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:	New KS 5
A	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	Moved from old 6.10D
B	summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	Moved from old 6.6A
C	~~recognize dialect and conversational voice and explain how authors use dialect to convey character; and~~ analyze the roles and functions of characters including their relationships and conflicts	Moved from old 6.6B and revised VA- grades 3, 5
D	summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	Moved from old 6.10A
E	explain whether facts included in an argument are used for or against an issue;	Moved from old 6.10B
F	explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and	Moved from old 6.10C Consider moving to Strand 6
G	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	Moved from old 6.10D
	~~12A follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and~~	Moved from 6.12A
	~~12B interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.~~	Moved from 6.12B
~~6~~	~~Students understand make inferences and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding~~	Absorbed into new KS 5
6	Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:	New KS 6
A	analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; ~~and~~	Moved from old 6.3B

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B	~~Students are expected to~~ explain how sensory and figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to ~~the~~ meaning ~~of a poem.~~	Moved from old 6.4A
C	~~Describe different forms of point-of-view, including first- and third-person.~~ Describe different forms of point of view, including first and third person, and how the work is shaped by the narrators point of view	Moved from old 6.6C and revised
	~~Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.~~	Moved from old 6.7A and incorporated into new 6.6B
	~~Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.~~	moved from old 6. 8A and incorporated into new 6.6B
	~~Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.~~	Moved from old 6.9A and deleted (covered in 6.6D)
D	compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; ~~and~~	Moved from 6.11A
E	identify simply faulty reasoning used in persuasive texts.	Moved from 6.11B
F	explain messages conveyed in various forms of media;	Moved to 6.11B
G	recognize how various techniques influence viewers' emotions;	Moved to 6.13B
H	critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; ~~and~~	Moved to 6.13C
~~7~~	~~Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.~~	Absorbed into new KS 5
7	Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:	New KS 7
	~~7A Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.~~	Moved to new KS 6
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;	Moved from 6.14A
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;	Moved from 6.14B

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C	revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	Moved from 6.14C
D	edit drafts for grammar, mechanics, and spelling; and	Moved from 6.14D
E	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Move from 6.14E
F	write a ~~imaginative stories~~ story that includes an engaging plot and well-developed characters with purposeful use of literary devices including foreshadowing	Moved from 6.15A; streamlined 6.15Ai-iii; vertical alignment
	~~a clearly defined focus, plot, and point of view;~~	Moved from 6.15A; streamlined 6.15Ai-iii; vertical alignment
	~~a specific, believable setting created through the use of sensory details; and~~	Moved from 6.15A; streamlined 6.15Ai-iii; vertical alignment
	~~dialogue that develops the story; and~~	Moved from 6.15A; streamlined 6.15Ai-iii; vertical alignment
G	write ~~poems using:~~ poetry that conveys a message using poetic techniques (e.g., alliteration, onomatopoeia) and figurative language (e.g. similes, metaphors)	Moved from 6.15B; streamlined 15Bi-iii
	~~poetic techniques (e.g., alliteration, onomatopoeia);~~	Moved from 6.15B; ;streamlined 15Bi-iii
	~~figurative language (e.g., similes, metaphors); and~~	Moved from 6.15B; streamlined 15Bi-iii
	~~graphic elements (e.g., capital letters, line length).~~	Moved from 6.15B; streamlined 15Bi-iii
H	~~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	Moved from 6.16A
I	create multi-paragraph essays to convey information about a topic that:	Moved form 6.17A
i	presents effective introductions and concluding paragraphs;	Moved form 6.17A
ii	guides and informs the reader's understanding of key ideas and evidence;	Moved form 6.17A
iii	includes specific facts, details, and examples in an appropriately organized structure; and	Moved form 6.17A
iv	uses a variety of sentence structures and transitions to link paragraphs;	Moved form 6.17A
J	write ~~informal~~ correspondence ~~letters~~ that conveys ideas or information, ~~includes important information,~~ demonstrates a sense of closure, and uses ~~appropriate~~ conventions appropriate to the purpose (e.g., date, salutation, closing);	Moved from 6.17B
K	produce a multimedia presentation involving text and graphics using available technology.	Moved from 6.17D

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L	~~Students are expected to~~ write persuasive essays for appropriate audiences that establish a position and include sound reasoning, and detailed and relevant evidence~~, and consideration of alternatives~~.	Moved from old 6.18A
M	~~use and understand the function of the following parts of speech in the context of reading, writing, and speaking:~~Write using a variety of sentence structures (e.g., simple, compound) while using consistent verb tenses, parallel structures, and subject-verb agreement	Adjusted to reflect using consistent verb tenses rather than specifying which tense to use; streamlined TEKS 19C (7th and 8th grade) part about variety of sentences and parallel structure; TEKS 19B is absolved into the new possibility
	~~verbs (irregular verbs and active and passive voice);~~	Moved from 6.19A; added to new SE in KS 7
	~~non-count nouns (e.g., rice, paper);~~	Covered in sentence structure and usage
	~~predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);~~	Covered in sentence structure
	~~conjunctive adverbs (e.g., consequently, furthermore, indeed);~~	Moved from 6.19A; added to new SE in KS 7
	~~prepositions and prepositional phrases to convey location, time, direction, or to provide details;~~	Covered in sentence structure
N	~~indefinite pronouns (e.g., all, both, nothing, anything);~~use appropriate pronouns for clarity	CCRS aligned
	~~subordinating conjunctions (e.g., while, because, although, if); and~~	Streamlined and categorized as "transitions"; deleted TEKS 19Aiv and 19Avii (seem to detailed for 6th-8th grades)
	~~differentiate between the active and passive voice and know how to use them both; and~~	Moved to composition SEs
	~~use complete simple and compound sentences with correct subject-verb agreement.~~	Absorbed into new SEs in new 19A above
O	Use sentence combining techniques to write with variety	New addition, CCRS alignment; **more guidance with be added**
P	Use transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);	Moved from old 6.19A
Q	Use conventions of capitalization for proper nouns appropriately including abbreviations, initials ~~and~~ acronyms, and organizations	Moved from 20A; added specificity proper nouns
	~~abbreviations;~~	Absorbed into 20A above
	~~initials and acronyms; and~~	Absorbed into 20A above
	~~organizations;~~	Absorbed into 20A above
R	recognize and use punctuation marks including:	Moved from old 6.20A

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i	use commas in compound sentences, and after transitions words and introductory words and phrases	Streamline; to reflect common comma usage
ii	~~proper punctuation and spacing for quotations; and~~ use quotation marks correctly (e.g., dialogue)	Moved from old 6.20B; clarity
iii	use parentheses,appropriately ~~brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and~~	Streamline; alignment
S	use proper mechanics ~~including italics and underlining~~ for referencing titles of books.	Moved from old 6.20C
T	differentiate between commonly confused terms (e.g., its, it's; affect, effect);	Moved from old 6.21A
U	use spelling patterns and rules and print and electronic resources to determine and check correct spellings~~; and~~	Moved from old 6.21B
	~~21C know how to use the spell-check function in word processing while understanding its limitations.~~	Covered in technology TEKS
~~8~~	~~Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.~~	
8	Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:	New KS 8
A	generate research questions, gather and synthesize relevant information from a variety of valid and credible sources to develop a research plan and modify the plan according to findings	
	~~brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and~~	Moved from old 6.22A and incorporated into new 6.8A
	~~generate a research plan for gathering relevant information about the major research question.~~	Moved from old 6.22A and incorporated into new 6.8A
B	Follow the research plan to collect information ~~data~~ from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and ~~from~~ experts and record bibliographic information from each source appropriately;	Moved from old 6.23A
C	differentiate between primary and secondary sources;	Moved from old 6.23B
	~~record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;~~	Moved from old 6.23C and revised and incorporated into new 6.8A
	~~23D identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and~~	Moved from old 6.23D and incorporated into new 6.8B
D	differentiate between paraphrasing and plagiarism ~~and identify the importance of citing valid and reliable sources.~~	Moved from old 6.23E

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	~~8A Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.~~	Moved to new 6
	~~refine the major research question, if necessary, guided by the answers to a secondary set of questions; and~~	Moved from old 24A and deleted (covered in 6.8A)
	~~evaluate the relevance and reliability of sources for the research.~~	Moved from old 24B(covered in 6.8A)
	~~compiles important information from multiple sources;~~	Moved from old 25 A(covered in 6.8A)
E	develops a topic sentence, summarizes findings, and uses evidence such as quotations to support conclusions;	Moved from old 25B
F	presents the findings in a meaningful ~~in a consistent~~ format~~; and~~	Moved from old 25C
	~~uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).~~	Moved from old 25D; moved into 6.8E
~~9~~	~~Reading /Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from text to support their understanding~~.	Absorbed into new KS 6
	~~9A Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic~~	Moved to 6
10	~~Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:~~	
	~~10A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;~~	~~Moved to 5~~
	~~10B explain whether facts included in an argument are used for or against an issue;~~	
	~~10C explain how different organizational patterns (e.g., proposition and support, problem and solution) develop the main idea and the author's viewpoint; and~~	~~Move to 5~~
	~~10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.~~	~~Move to 5~~
(11)	~~Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.~~	FW
(A)	~~compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and~~	~~Move to 5~~
(B)	~~identify simply faulty reasoning used in persuasive texts.~~	~~Move to 5~~

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(12)	~~Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.~~	FW
(A)	~~12A follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and~~	Moved to 5
(B)	~~12B interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.~~	Moved to 5
(13)	~~Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.~~	FW
	~~13A explain messages conveyed in various forms of media;~~	~~Moved to 6~~
	~~13B recognize how various techniques influence viewers' emotions;~~	~~Moved to 6~~
	~~13C critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and~~	~~Moved to 6~~
	~~13D analyze various digital media venues for levels of formality and informality.~~	~~Move to 3~~
(14)	~~Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.~~ Students are expected to:	FW
	~~14A 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;~~	~~14 A-E moved to new 7~~
	~~14B 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;~~	
	~~14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;~~	
	~~14D edit drafts for grammar, mechanics, and spelling; and~~	
	~~14E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.~~	
(15)	~~Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas~~	Absorbed into new strand KS 7
(A)	~~15A write imaginative stories that include:~~	Moved to new KS 7
(i)	~~a clearly defined focus, plot, and point of view;~~	

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(ii)	~~a specific, believable setting created through the use of sensory details; and~~	
(iii)	~~dialogue that develops the story; and~~	
(B)	~~15B write poems using:~~	Moved to new KS 7
(i)	~~poetic techniques (e.g., alliteration, onomatopoeia);~~	
(ii)	~~figurative language (e.g., similes, metaphors); and~~	
(iii)	~~graphic elements (e.g., capital letters, line length).~~	
(16)	~~Writing. Students write about their own experiences~~ ~~.~~	Absorbed into new KS 7
	~~16A 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.~~	Moved to new KS 7
(17)	~~Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.~~ Students are expected to:	Absorbed into new KS 7 and 3
(A)	~~17A create multi-paragraph essays to convey information about a topic that:~~	Moved to new KS 7
(i)	~~present effective introductions and concluding paragraphs;~~	Moved to new KS 7
(ii)	~~guide and inform the reader's understanding of key ideas and evidence;~~	Moved to new KS 7
(iii)	~~include specific facts, details, and examples in an appropriately organized structure; and~~	Moved to new KS 7
(iv)	~~use a variety of sentence structures and transitions to link paragraphs;~~	Moved to new KS 7
(B)	~~17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);~~	Moved to new KS 7
(C)	~~write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and~~	Move to new KS 3
(D)	~~17D produce a multimedia presentation involving text and graphics using available technology.~~	Moved to new KS 7
(18)	~~Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.~~	Absorbed into new KS 7
	~~18A Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.~~	Moved to new KS 7
(19)	~~Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.~~ Students are expected to:	Absorbed into new KS 7

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(A)	~~use and understand the function of the following parts of speech in the context of reading, writing, and speaking:~~	Moved to new KS 7
(i)	~~verbs (irregular verbs and active and passive voice);~~	Moved to new KS 7
(ii)	~~non-count nouns (e.g., rice, paper);~~	Moved to new KS 7
(iii)	~~predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);~~	Moved to new KS 7
(iv)	~~conjunctive adverbs (e.g., consequently, furthermore, indeed);~~	Moved to new KS 7
(v)	~~prepositions and prepositional phrases to convey location, time, direction, or to provide details;~~	Moved to new KS 7
(vi)	~~indefinite pronouns (e.g., all, both, nothing, anything);~~	Moved to new KS 7
(vii)	~~subordinating conjunctions (e.g., while, because, although, if); and~~	Moved to new KS 7
(viii)	~~transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);~~	Moved to new KS 7
(B)	~~differentiate between the active and passive voice and know how to use them both; and~~	Moved to new KS 7
(C)	~~use complete simple and compound sentences with correct subject-verb agreement.~~	Moved to new KS 7
(20)	~~Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.~~ Students are expected to:	Absorbed into new KS 7
(A)	~~20A use capitalization for:~~	Moved to new KS 7
(i)	~~abbreviations;~~	Moved to new KS 7
(ii)	~~initials and acronyms; and~~	Moved to new KS 7
(iii)	~~organizations;~~	Moved to new KS 7
(B)	~~20B recognize and use punctuation marks including:~~	Moved to new KS 7
(i)	~~commas in compound sentences;~~	Moved to new KS 7
(ii)	~~proper punctuation and spacing for quotations; and~~	Moved to new KS 7
(iii)	~~parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and~~	Moved to new KS 7
(C)	~~20C use proper mechanics including italics and underlining for titles of books.~~	Moved to new KS 7
(21)	~~Oral and Written Conventions/Spelling. Students spell correctly.~~	Absorbed into new KS 7
(A)	~~21A differentiate between commonly confused terms (e.g., its, it's; affect, effect);~~	Moved to new KS 7

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(B)	~~21B use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and~~	Moved to new KS 7
(C)	~~21C know how to use the spell-check function in word processing while understanding its limitations.~~	Moved to new KS 7
(22)	~~Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.~~ Students are expected to:	Absorbed into new KS 8
(A)	~~22A brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and~~	Moved to new KS 8
(B)	~~22B generate a research plan for gathering relevant information about the major research question.~~	Moved to new KS 8
(23)	~~Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.~~ Students are expected to:	Absorbed into new KS 8
(A)	~~23A Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;~~	Moved to new KS 8
(B)	~~23B differentiate between primary and secondary sources;~~	Moved to new KS 8
(C)	~~23c record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;~~	Moved to new KS 8
(D)	~~24D identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and~~	Moved to new KS 8
(E)	~~24E differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.~~	Moved to new KS 8
(24)	~~Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.~~ Students are expected to:	Absorbed into new KS 8
(A)	~~refine the major research question, if necessary, guided by the answers to a secondary set of questions; and~~	Moved to new KS 8
(B)	~~evaluate the relevance and reliability of sources for the research.~~	Moved to new KS 8
(25)	~~Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:~~	Absorbed into new KS 8
(A)	~~25A compiles important information from multiple sources;~~	Moved to new KS 8
(B)	~~25B develops a topic sentence, summarizes findings, and uses evidence to support conclusions;~~	Moved to new KS 8

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(C)	~~25C presents the findings in a consistent format; and~~	Moved to new KS 8
(D)	~~25D uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).~~	Moved to new KS 8
(26)	~~Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.~~ Students are expected to:	Absorbed in KS4
(A)	~~26A listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;~~	Moved to KS4
(B)	~~26Bfollow and give oral instructions that include multiple action steps; and~~	Moved to KS4
(C)	~~26C paraphrase the major ideas and supporting evidence in formal and informal presentations.~~	Moved to KS4
(27)	~~Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity~~.	Absorbed into new KS 4
	~~27A Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.~~	Moved to KS 4
(28)	~~Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.~~	Absorbed into new KS 4
	~~28A Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement~~.	Moved to KS 4

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§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.		
	TEKS with edits	Committee Comments
(a)	~~Introduction.~~	
(1)	~~The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.~~	
(2)	~~For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.~~	
(A)	~~English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.~~	
(B)	~~For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.~~	
(C)	~~During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted~~	

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	~~schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.~~	
(3)	~~To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 7 as described in subsection (b) of this section.~~	
(4)	~~To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.~~	
(b)	~~Knowledge and skills.~~	
(1)	~~Reading/Fluency. Students read grade-level text with fluency and comprehension.~~	Absorbed into new KS 1
	~~Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text~~	Moved to new KS 1
#1	Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:	New KS #1
(A)	~~Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:~~ develop vocabulary to:	Old 7.2 KS. Absorbed into KS 1.
(A)	~~determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;~~	Moved to KS 1.
(B)	~~use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;~~	Old 7.2B. Moved to KS 1
~~(C)~~	~~complete analogies that describe part to whole or whole to part;~~	Deleted. Covered in KS 1.
~~(D)~~	~~identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis); and~~	Deleted. Covered in another SE in this strand.
(E)	~~use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.~~	Old 7.2E. Moved to KS 1.

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(i)	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes in a variety of authentic texts;	From old 7.2A. Moved to KS 1.
Aii	use context and structure (within a sentence and in larger sections of text) to determine or clarify the meaning o unfamiliar or ambiguous words;	Move to KS 1. Rewording to clarify
Aiii	use word reference resources ~~a dictionary, a glossary, or a thesaurus (printed or electronic)~~ to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context.	Move to KS 1 … re-wording
B	Develop Foundational Skills by:	
Bi	adjusting fluency when reading ~~aloud~~ grade-level text based on the reading ~~purpose and the nature of the text.~~	from old 7.1A. Moved to KS 1.
Bii	reading self-selected texts independently for a sustained period of time in order to develop and refine skills	New align to K-12 strand Reworded to align with other grades
~~(3)~~	~~Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:~~	Absorbed into KS 5 and 6.
~~(A)~~	~~describe multiple themes in a work of fiction;~~	Move to KS 6. Requires analysis
~~(B)~~	~~describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and~~	Move to KS 5. Genre specific.
~~(C)~~	~~analyze how place and time influence the theme or message of a literary work.~~	Move to KS 6. Requires analysis.
#2	Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:	New KS #2
	combine information from the text and the readers schema in order to create a new understanding	Synthesis – C Synthesis - (2DI)
	use text features, elements, structure to make and confirm prediction	Predicting (CCRS 111 2A) –
	generate questions about text to deepen understanding and gain information.	Questioning (Figure 19 B)
	visualize to create sensory images to interpret and analyze text.	Visualizing (CCRS 11 A6) –
	search connections to personal experiences, ideas in other texts, and to the larger community.	Connecting (Fig 19 F) (CCRS 11D1)– Search

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	sort through information read to distinguish what is most important and understanding the authors message	Determining Importance – New S.E. (Research cited: Allington, Stephanie Harvey) Wilkerson (E.R.)
	make inference about text and use textual evidence to support understanding	Inference (Fig. 19 D) (CCRS IIA4)
	summarize paraphrase or retell (Synthesis it is justified in a S.E.) text in ways that maintain meaning and logical order within a text and across text	Summarize (Fig.19 E)
	establish purpose for reading assigned and self selected text and monitor comprehension making connections and adjustments when that understanding breaks down	Comprehension repair/self monitor (Fig. 19) (3rd 2.c)
(4)	~~Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.~~	Absorbed into KS #5.
	~~Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.~~	Move to 6. Requires analysis.
(5)	~~Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.~~	Absorbed into KS #5
	~~Students are expected to explain a playwright's use of dialogue and stage directions.~~	Moved to KS #5
#3	Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:	New KS #3.
3A	explain how texts evoke personal response	Align K-12 with new SE
	~~assess the correct level of formality and tone for successful participation in various digital media.~~	Moved from old 7.13D
3B	~~write responses~~ respond to ~~literary or expository~~ texts ~~that demonstrate the writing skills for multi-paragraph essays~~ and provide ~~sustained~~ relevant text evidence ~~from the text~~ using quotations when appropriate; ~~and~~	Moved from old 7.17C and aligned to K&S wording
3C	use a variety of strategies such as annotation, graphic organizers, notetaking, and text coding to note and organize important information in meaningful ways	To align with HS; supports Determining Importance in comprehension; **PD needed**

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#4	Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:	New KS #4
(A)	~~listen to and~~ interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	Moved from old 7.26A
	~~follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and~~	Moved from old 7.26B Not collaboration- streamline
B	draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).	Moved from old 7.26C
	~~present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.~~	Moved from old 7.27A Streamline and embed in intent of collaboration
C	analyze a problem to be solved, develop a plan with clear goals and deadlines using multiple strategies to solve the problem	CCRS and part of old 7.28A
D	engage in meaningful inquiry and dialogue and provide and accept constructive feedback from others.	CCRS
	~~participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, tak notes, and vote on key issues.~~	Moved from old 7.28A streamlined
#5	Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:	New KS #5
(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;	From 7.10D
	describe conventions in myths and excerpts from epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); ~~and~~	From old 7.3B
	read and respond to drama ~~explain~~ analyzing how a playwright develops plot through use of dialogue and stage directions.	Moved from 7.5A. Vertical alignment & specificity
	explain the ~~influence~~ significance of the setting on plot development;	Moved from 7.6A
	analyze the development of the plot through the internal and external responses of the characters, includin their motivations and conflicts; ~~and~~	Moved from 7.6B

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	Read, respond, and write stories with a well developed conflict and resolution, interesting and believable characters, and a range of literary strategies attending to development of plot and setting	VA
	~~Students are expected to~~ describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	Moved from 7.7A.
	evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;	Moved from old 7.10A
	distinguish factual claims from commonplace assertions and opinions;	Moved from old 7.10B
	use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; ~~and~~	Moved from old 7.10C
	analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; ~~and~~	Moved from old 7.11A.
	identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.	Moved from old 7.11B.
	follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and	Moved from old 7.12A
	explain the function of the graphical components of a text.	Moved from old 7.12B
#6	Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:	New KS #6.
	describe multiple themes in a work of fiction;	Moved from old 7.3A.
	analyze how place and time influence the theme or message of a literary work.	Moved from old 7.3C.
	analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.	Moved from old 7.4A.
~~(A)~~	~~explain the influence of the setting on plot development;~~	Move to 5. More genre specific
~~(B)~~	~~analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and~~	Move to 5. Genre specific
~~(C)~~	~~analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.~~	Move to 6- tie to how it shapes meaning, theme, effect, etc.

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	analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	Moved from 7.6C.
	~~Students are expected to~~ determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	Moved from 7.8A.
	explain the difference between the theme of a literary work and the author's purpose in an expository text.	Moved from 7.9A
~~(7)~~	~~Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.~~	Absorbed into KS #5.
	~~Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.~~	Move to 5
~~(8)~~	~~Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.~~	Absorbed into new KS #6.
	~~Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.~~	Moved to 6
~~(9)~~	~~Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.~~	Absorbed into new KS #6.
	~~explain the difference between the theme of a literary work and the author's purpose in an expository text.~~	Moved to KS 6.
~~(10)~~	~~Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:~~	Absorbed into new KS 5.
~~(A)~~	~~evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;~~	Moved to new KS 5
~~(B)~~	~~distinguish factual claims from commonplace assertions and opinions;~~	Move to new KS 5
~~(C)~~	~~use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and~~	Move to new KS 5.
~~(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.~~	~~Wordsmith to include elements within Author's Purpose and Craft~~
~~(11)~~	~~Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:~~	Absorbed into new KS#5.

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~~(A)~~	~~analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause an effect, analogy, authority) and identify the different types of evidence used to support the argument; and~~	Move to new KS 5. Elements of it belong in 6. Cutting policy speeches because we don't want to limit to those specific pieces.
~~(B)~~	~~identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.~~	Move to new KS 5.
(12)	~~Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:~~	Absorbed into new KS #5
(A)	~~follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and~~	Move to 5.
(B)	~~explain the function of the graphical components of a text.~~	Move new KS 5.
(13)	~~Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:~~	Absorbed into new KS #6 and new KS #3.
(A)	~~interpret both explicit and implicit messages in various forms of media;~~	Moved to new KS 6
	interpret both explicit and implicit messages in various forms of media;	Moved from old 7.13A.
(B)	~~interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;~~	Move to new KS 6…
	interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	Moved from old 7.13B.
(C)	~~evaluate various ways media influences and informs audiences; and~~	Move to new KS 6..
	evaluate various ways media influences and informs audiences; and	Moved from old 7.13C.
(D)	~~assess the correct level of formality and tone for successful participation in various digital media.~~	Moved to new KS 3
~~(14)~~	~~Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:~~	Absorbed into new KS #7.
#7	Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:	New KS #7.
(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, persona interests, interviews), and developing a thesis or controlling idea;~~	Moved to new KS #7.

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(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;	Moved to new KS #7.
(C)	revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences a variety of sentence structures; internal and external coherence; and th use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	Moved to new KS #7.
(D)	edit drafts for grammar, mechanics, and spelling; and	Moved to new KS #7.
(E)	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Moved to new KS #7.
(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, persona interests, interviews), and developing a thesis or controlling idea;	Moved from old 7.14A
(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;	Moved from old 7.14B
(C)	revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences a variety of sentence structures; internal and external coherence; and th use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	Moved from old 7.14C
(D)	edit drafts for grammar, mechanics, and spelling; and	Moved from old 7.14D
(E)	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Moved from old 7.14E
15	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	Absorbed into new KS #7.
A	Write an imaginative story that	Moved to new KS 7
(i)	Sustains reader interest	Moved to new KS 7
(ii)	Includes well-paced action and an engaging story line.	Moved to new KS 7
(iii)	creates a specific, believable setting through the use of sensory details;	Moved to new KS 7
(iv)	develops interesting characters; and	Moved to new KS 7
(v)	uses a range of literary strategies and devices to enhance the style and tone; and	Moved to new KS 7
A	Write an imaginative a story that includes an engaging plot and well-developed characters with purposeful use of literary devices, including dialogue that develops the story.	Streamlined and vertically aligned;

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		SE could be listed in Strand 5 or 6
(i)	~~Sustains reader interest~~	Streamlined and vertically aligned
(ii)	~~Includes well-paced action and an engaging story line.~~	Streamlined and vertically aligned
(iii)	~~creates a specific, believable setting through the use of sensory details;~~	Streamlined and vertically aligned
(iv)	~~develops interesting characters; and~~	Streamlined and vertically aligned
(v)	~~uses a range of literary strategies and devices to enhance the style and tone; and~~	Streamlined and vertically aligned
B	~~Write a poem using~~	Moved to new KS 7.
(i)	~~Poetic techniques (e.g. rhyme scheme, meter)~~	Moved to new KS 7.
(ii)	~~Figurative language (e.g. personification, idioms, hyperbole)~~	Moved to new KS 7.
(iii)	~~Graphic elements (e.g., word position)~~	Moved to new KS 7.
B	Write ~~a poem~~ poetry that conveys a message using poetic techniques (e.g., rhyme scheme, meter) and figurative language (e.g. personification, idioms, hyperbole)	Streamlining; removed romanettes
(i)	~~Poetic techniques (e.g. rhyme scheme, meter)~~	Streamlining
(ii)	~~Figurative language (e.g. personification, idioms, hyperbole)~~	Streamlining
(iii)	~~Graphic elements (e.g., word position)~~	Deleted for streamlining
~~16~~	~~Writing/Personal. Students write about their own experiences. Students are expected to:~~	Absorbed into new KS 7
A	~~Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.~~	Moved to new KS 7.
A	Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	Moved from old 7.16A.
~~(17)~~	~~Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:~~	Absorbed into new KS 7
(A)	~~write a multi-paragraph essay to convey information about a topic that:~~	Moved to new KS 7
(i)	~~presents effective introductions and concluding paragraphs;~~	Moved to new KS 7
(ii)	~~contains a clearly stated purpose or controlling idea;~~	Moved to new KS 7
(iii)	~~is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;~~	Moved to new KS 7

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(iv)	~~accurately synthesizes ideas from several sources; and~~	Moved to new KS 7
(v)	~~uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;~~	Moved to new KS 7
(B)	~~Write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context~~	Moved to new KS 7
~~(17)~~	~~Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:~~	Absorbed into new KS 7
(A)	write a multi-paragraph essay to convey information about a topic that:	Moved from old 7.17A
(i)	presents effective introductions and concluding paragraphs;	Moved from old 7.17A
(ii)	contains a clearly stated purpose or controlling idea;	Moved from old 7.17A
(iii)	is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	Moved from old 7.17A
(iv)	accurately synthesizes ideas from several sources; and	Moved from old 7.17A
(v)	uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	Moved from old 7.17A
(B)	write correspondence ~~a letter~~ that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	Moved from old 7.17B Changed from letter to correspondence because we wanted to be more technologically minded (letter, email, comment, etc)
(C)	~~write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and~~	Move to new KS 3
(D)	~~produce a multimedia presentation involving text and graphics using available technology.~~	Moved to new KS 7
	produce a multimedia presentation involving text and graphics using available technology.	Moved from old 7.17D
~~(18)~~	~~Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:~~	Absorbed into new KS 7.
(A)	~~establishes a clear thesis or position;~~	Moved to new KS 7
(B)	~~considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and~~	Moved to new KS 7
(C)	~~includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.~~	Moved to new KS 7

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(A)	establish~~es~~ a clear thesis or position;	Moved from old 7.18A
(B)	consider~~s~~ and respond~~s~~ to the views of others and anticipate~~s~~ and answer~~s~~ reader concerns and counter-arguments; and	Moved from old 7.18B
(C)	include~~s~~ evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	Moved from old 7.18C
(19)	~~Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:~~	Absorbed into new KS 7
(A)	~~identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:~~	Moved to new KS 7
(i)	~~verbs (perfect and progressive tenses) and participles;~~	Moved to new KS 7
(ii)	~~appositive phrases;~~	Moved to new KS 7; Absorbed into 7.20Bi
(iii)	~~adverbial and adjectival phrases and clauses;~~	Moved to new KS 7
(iv)	~~conjunctive adverbs (e.g., consequently, furthermore, indeed);~~	Moved to new KS 7
(v)	~~prepositions and prepositional phrases and their influence on subject-verb agreement;~~	Moved to new KS 7
(vi)	~~relative pronouns (e.g., whose, that, which);~~	Moved to new KS 7
(vii)	~~subordinating conjunctions (e.g., because, since); and~~	Moved to new KS 7
(viii)	~~transitions for sentence to sentence or paragraph to paragraph coherence;~~	Moved to new KS 7
(B)	~~write complex sentences and differentiate between main versus subordinate clauses; and~~	Moved to new KS 7
(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.~~	Moved to new KS 7
(A)	~~identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:~~ Write using a variety of sentence structures (e.g., simple, compound, complex) while using consistent verb tenses, parallel structures, and subject-verb agreement	Moved from old 7.19A Adjusted to reflect using consistent verb tenses rather than specifying which tense to use; streamlined TEKS 19C (7th and 8th grade) part about variety of sentences and parallel structure; TEKS 19B is absolved in new possibility
(i)	~~verbs (perfect and progressive tenses) and participles;~~	Added to new SE in KS7
(ii)	~~appositive phrases;~~	Moved to punctuation

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(iii)	~~adverbial and adjectival phrases and clauses;~~	Added to new SE in KS7; reflects more common comma usage
(iv)	~~conjunctive adverbs (e.g., consequently, furthermore, indeed);~~	Moved from old 7.19A Streamlined and categorized with the transitions SE- "Sentence Structure"
(v)	use prepositions and prepositional phrases and their influence on subject-verb agreement;	Moved from old 7.19A
(vi)	~~relative pronouns (e.g., whose, that, which);~~ use appropriate pronouns for clarity	Moved from old 7.19A
(vii)	use subordinating conjunctions (e.g., because, since); and	Moved from old 7.19A Streamlined and categorized with the transitions SE – "Sentence Structure"
	use sentence combining techniques to write with variety	
(viii)	use transitions for sentence to sentence or paragraph to paragraph coherence;	Moved from old 7.19A Streamlined and categorized as transitions; deleted old TEKS 19Aiv and 19AVii – "Sentence Structure"
(B)	~~write complex sentences and differentiate between main versus subordinate clauses; and~~	Moved from old 7.19B These is absorbed in the new A above – write using a variety of sentence structures….
(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.~~	Moved from old 7.19C This is absorbed in the new A above – write using a variety of sentence structures…
(20)	~~Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:~~	Absorbed into new KS 7.
(A)	~~use conventions of capitalization; and~~	Moved to new KS 7
(B)	~~recognize and use punctuation marks including:~~	Moved to new KS 7
(i)	~~commas after introductory words, phrases, and clauses; and~~	Moved to new KS 7
(ii)	~~semicolons, colons, and hyphens.~~	Moved to new KS 7

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(A)	use conventions of capitalization~~; and~~ for proper nouns appropriately including abbreviations, initials, ~~and~~ acronyms, and organizations	Moved from old 7.20A Align with current grade 6 SEs; added specificity (Proper Nouns)
(B)	recognize and use punctuation marks including:	Moved from old 7.20B
(i)	commas in appositive phrases, after transitions, and introductory words, phrases, and clauses; ~~and~~	Moved from old 7.20B; "appositives" moved from old 7.19Aii; "transitions" added to reflect common comma usage
(ii)	quotation marks correctly including for dialogue and citation	Aligning with 6th grade and clarifying
(ii)	semicolons and colons, ~~and hyphens~~ when appropriate	Moved from old 7.20B; Verb added for consistency; Hyphens removed – doesn't with the category
~~(21)~~	~~Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to~~	Absorbed into new KS 7
A	~~spell correctly, including using various resources to determine and check correct spellings.~~	Moved to new KS 7
A	differentiate between commonly confused terms (e.g., its, it's, affect, effect)	Added from grade 6.21A; aligned; CCRS
AB	spell correctly, including using various resources to determine and check correct spellings.	Moved from old 7.21A
(22)	~~Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:~~	Absorbed into new KS #8.
#8	Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:	New KS 8
(A)	~~brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and~~	Moved to new KS 8
(B)	~~apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.~~	Moved to new KS 8
(A)	generate research questions, gather and synthesize relevant information from a variety of valid and credible sources to develop a research plan and modify the plan according to findings	Revised from old 7.22A&B and 7.23A&B
~~(23)~~	~~Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:~~	Absorbed into new KS 8
(A)	~~follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;~~	Moved to new KS 8 and absorbed into new KS 8 SE's

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(B)	~~categorize information thematically in order to see the larger constructs inherent in the information;~~	Moved to new KS 8 and absorbed into new KS 8 SE's
(C)	~~record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and~~	Moved to new KS 8
(D)	~~differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.~~	Moved to new KS 8
B	record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	Moved from old 7.23C
C	differentiate between paraphrasing and plagiarism ~~and identify the importance of citing valid and reliable sources.~~	Moved from old 7.23D
~~(24)~~	~~Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:~~	Absorbed into new KS 8.
(A)	~~narrow or broaden the major research question, if necessary, based on further research and investigation; and~~	Moved to new KS 8 and absorbed into KS 8 SE 1
(B)	~~utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.~~	Moved to new KS 8
D	utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.	Moved from old 7.24B
~~(25)~~	~~Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:~~	Absorbed into new KS 8
(C)	~~presents the findings in a meaningful format; and~~	Moved to new KS 8
(D)	~~follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.~~	Moved to new KS 8
(A)	~~draws conclusions and summarizes or paraphrases the findings in a systematic way;~~	Moved from old 7.25A and streamlined with old 7.25B
E~~(B)~~	Draw conclusions and summarize findings ~~marshals evidence to explain the topic and gives relevant reasons for conclusions;~~	Moved from old 7.25B and combined with 7.25A
F (C)	presents the findings in a meaningful format; and	Moved from old 7.25C
G(D)	follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	Moved from old 7.25D

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~~(26)~~	~~Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:~~	Absorbed into new KS 4
(A)	~~listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;~~	Moved to new KS 4
(B)	~~follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and~~	Moved to new KS 4
(C)	~~draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).~~	Moved to new KS 4
~~(27)~~	~~Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to~~	Absorbed into new KS 4
	~~present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.~~	Moved to new KS 4
~~(28)~~	~~Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to~~	Absorbed into new KS 4
	~~participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.~~	Moved to new KS 4

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§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010.		
TEKS with edits		Committee Comments
(a)	Introduction.	
(1)	The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In eighth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.	
(2)	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A)	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B)	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C)	During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or	

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	with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	
(3)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 8 as described in subsection (b) of this section.	
(4)	To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.	
(b)	Knowledge and skills.	
(1)	~~Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to~~	Absorbed into new KS 1
	~~Adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.~~	SE moved to KS 1
(1)	Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:	New FW KS strand 1
(2) A	~~Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.~~ Develop vocabulary to:	Absorbed into new KS 1
i	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes in a variety of authentic texts;;	Moved from old 8.2A
ii	use context and structure (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;	Moved from old 8.2B
iii	use word reference resources ~~a dictionary, a glossary, or a thesaurus (printed or electronic)~~ to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context.	Moved from old 8.2E
B	Develop Foundational Skills by:	VA aligned to K-5 strand.
Bi	adjusting fluency when reading ~~aloud~~ grade-level text based on the reading purpose ~~and the nature of the text.~~	Moved from old 8.1A

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Bii	Reading self-selected texts independently for a sustained period of time to develop and refine skills.	Align to K-5 strand. Note: need to reword aligned with other grades. This doesn't fit with the KS statement. Possibly move?
(2)	Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The students is expected to:	New FW KS strand 2
~~(A)~~	~~determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;~~	Move to KS 1
~~(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;~~	Move to KS 1
~~(C)~~	~~complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);~~	No longer in SAT
~~(D)~~	~~identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and~~	
~~(E)~~	~~use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.~~	Move to KS 1
(3)	~~Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:~~	Absorbed into KS 5
A	Combine information from the text and the reader's schema in order to create a new understanding	New SE. Synthesis – C Synthesis - (2DI)
B	Use text features, elements, and structure to make and confirm predictions.	New SE. Predicting (CCRS 111 2A) –
C	Generate questions about text to deepen understanding and gain information.	New SE. Questioning (Figure 19 B)
D	Visualize to create sensory images to interpret and analyze text.	New SE. Visualizing (CCRS 11 A6) –
E	Search connections to personal experiences, ideas in other texts, and to the larger community.	New SE. Connecting (Fig 19 F) (CCRS 11D1)– Search
F	Sort through information read to distinguish what is most important and understanding the authors message.	New SE. Determining Importance – New S.E. (Research cited: Allington, Stephanie Harvey) Wilkerson (E.R.)

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G	Make inference about text and use textual evidence to support understanding.	New SE. Inference (Fig. 19 D) (CCRS IIA4)
	Summarize paraphrase or retell (Synthesis it is justified in a S.E.) text in ways that maintain meaning and logical order within a text and across text.	New SE. Summarize (Fig.19 E)
	Establish purpose for reading assigned and self-selected text and monitor comprehension making connections and adjustments when that understanding breaks down.	New SE. Comprehension repair/self monitor (Fig. 19) (3rd 2.c)
(3)	Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:	New KS strand 3
3A	Explain how texts evoke personal response.	Align with k-12 with new SE.
~~(D)~~	~~assess the correct level of formality and tone for successful participation in various digital media.~~	Moved from old 8.13D
~~(A)~~	~~analyze literary works that share similar themes across cultures;~~	Move to KS 6
~~(B)~~	~~compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and~~	Move to KS 5
~~(C)~~	~~explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.~~	Move to KS 6
3B	~~write responses~~ respond to ~~literary or expository~~ texts ~~that demonstrate the use of writing skills for a multi-paragraph essay~~ and provide ~~sustained~~ relevant text evidence ~~from the text~~ using quotations when appropriate; and	Moved from old 8.17C; align with new KS 3
3C	Use a variety of strategies such as annotation, graphic organizers, notetaking, and text coding to note and organize important information in meaningful ways	Vertical alignment with HS
(4)	~~Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).~~	Absorbed into new KS 5
~~A~~	~~Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).~~	Moved to new KS 6
(4)	Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:	New FW KS strand 4

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A	~~listen to and~~ interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	Moved from old 8.26A
	~~follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and~~	Moved from old 8.26B This is more a behavioral skill—not ELA.
B	summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.	Moved from old 8.26C
C	analyze a problem to be solved, develop a plan with clear goals and deadlines using multiple strategies to solve the problem	CCRS
D	engage in meaningful inquiry and dialogue and provide and accept constructive feedback from others.	CCRS
	~~advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.~~	Moved from old 8.27A
	~~participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues~~.	Moved from old 8.28A Addressed in new 4C
(5)	~~Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.~~	Absorbed into new KS 5
(5)	Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The students is expected to:	New KS strand 5
A ~~(D)~~	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres from historical, cultural and contemporary contexts and support those findings with textual evidence.	Moved from old 8.10D
(B)	compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and	Moved from old 8.3B
A	~~Students are expected to~~ analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	Moved from old 8.5A
(A)	analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;	Moved from old 8.6A
(B)	analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	Moved from old 8.6B

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A	analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	Moved from old 8.7A
(A)	summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	Moved from old 8.10A
(B)	distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	Moved from old 8.10B
(C)	~~make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and~~ Describe the organizational pattern and evaluate its effectiveness in conveying the main points and ideas of the text	Moved from old 8.10C VA with grade 7
(A)	compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and	Moved from old 8.11A
(B)	analyze the use of ~~such~~ rhetorical and logical fallacies such as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.	Moved from old 8.11B
(A)	analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and	Moved from old 8.12A
(B)	evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.	Moved from old 8.12B
~~A~~	~~Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.~~	Moved to new KS 5
(6)	~~Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:~~	Absorbed into new KS 5
(6)	Author's Purpose and Craft: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of author's choices and how they influence and communicate meaning within a text Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:	New FW KS strands 5 and 6
(A)	analyze literary works that share similar themes ~~across cultures~~;	Moved from old 8.3A
(C)	explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	Moved from old 8.3C
A	~~Students are expected to~~ compare and contrast the relationship between the purpose and characteristics of different poetic forms ~~(e.g., epic poetry, lyric poetry).~~	Moved from old 8.4A
~~(A)~~	~~analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;~~	Moved to new KS 5

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~~(B)~~	~~analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and~~	Moved to new KS 5
~~(C)~~	~~analyze different forms of point of view, including limited versus omniscient, subjective versus objective.~~	Moved to new KS 6
(C)	analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	Moved from old 8.6C
(A)	~~Students are expected to~~ explain the effect of sensory and figurative language, including ~~similes and~~ extended metaphors, in literary text.	Moved from old 8.8A
	analyze works written on the same topic and compare how the authors achieved similar or different purposes	Moved from old 8.9A
(A)	evaluate the role of media in focusing attention on events and informing opinion on issues;	Moved from old 8.13A
(B)	interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	Moved from old 8.13B
(C)	evaluate various techniques used to create a point of view ~~in media~~ and the effect ~~impact~~ on audience; and	Moved from old 8.13C
(7)	~~Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.~~	Absorbed into KS 5
(7)	Composition and Presentation: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:	New KS strand 7
(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;	Moved from old 8.14A
(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;	Moved from old 8.14B
(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;	Moved from old 8.14C
(D)	edit drafts for grammar, mechanics, and spelling; and	Moved from old 8.14D

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(E)	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Moved from old 8.14E
(A)	Write a ~~an imaginative~~ story that~~:~~ includes an engaging plot and well-developed characters with purposeful use of literary devices including an integral setting and multiple viewpoints	Moved from old 8.15A; streamlines 8.15i-v and vertically aligns with 6th and 7th *stories v. story?
(i)	~~sustains reader interest;~~	Moved from old 8.15A; streamlines 8.15i-v and vertically aligns with 6th and 7th SE is too subjective
(ii)	~~includes well-paced action and an engaging story line;~~	Moved from old 8.15A; streamlines 8.15i-v and vertically aligns with 6th and 7th
(iii)	~~creates a specific, believable setting through the use of sensory details;~~	Moved from old 8.15A; streamlines 8.15i-v and vertically aligns with 6th and 7th
(iv)	~~develops interesting characters; and~~	Moved from old 8.15A; streamlines 8.15i-v and vertically aligns with 6th and 7th
(v)	~~uses a range of literary strategies and devices to enhance the style and tone; and~~	Moved from old 8.15A; streamlines 8.15i-v and vertically aligns with 6th and 7th
(B)	write poetry ~~a poem~~ that conveys a message using~~:~~ poetic techniques, (e.g., rhyme scheme and meter) and figurative language (e.g., personification, idioms, and hyperbole).	Moved from old 8.15B; streamlines 8.15B i, ii, and iii.
(i)	~~poetic techniques (e.g., rhyme scheme, meter);~~	Moved from old 8.15B
(ii)	~~figurative language (e.g., personification, idioms, hyperbole); and~~	Moved from old 8.15B
(iii)	~~graphic elements (e.g., word position).~~	Moved from old 8.15B
A	write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.	Moved from old 8.16A
(A)	write a multi-paragraph essay to convey information about a topic that:	Moved from old 8.17A
(i)	presents effective introductions and concluding paragraphs;	Moved from old 8.17A
(ii)	contains a clearly stated purpose or controlling idea;	Moved from old 8.17A
(iii)	is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	Moved from old 8.17A
(iv)	accurately synthesizes ideas from several sources; and	Moved from old 8.17A
(v)	uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	Moved from old 8.17A
(B)	Write correspondence ~~a letter~~ that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	Moved from old 8.17B

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(D)	produce a multimedia presentation involving text, graphics, images, and sound using available technology.	Moved from old 8.17D
(A)	establish~~es~~ a clear thesis or position;	Moved from old 8.18A
(B)	consider~~s~~ and respond~~s~~ to the views of others and anticipate~~s~~ and answer~~s~~ reader concerns and counter-arguments; and	Moved from old 8.18B
(C)	include~~s~~ evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	Moved from old 8.18C
(A)	~~use and understand the function of the following parts of speech in the context of reading, writing, and speaking:~~ Write using a variety of sentence structures (e.g., simple, compound, and complex) while using consistent verb tenses, parallel structures, and subject-verb agreement	Moved from old 8.19A Revised to reflect consistent verb tenses rather than specifying which tense to use. Streamlining TEKS 19C part about variety of sentences and parallel structure.
(i)	~~verbs (perfect and progressive tenses) and participles;~~ use sentence combining techniques to write with variety	Moved from old 8.19A New addition. CCRS alignment.
(ii)	~~appositive phrases;~~	Moved from old 8.19A Deleted adverbial and adjectival phrases to reflect more common comma usage. Moved to 20Bi "Punctuation"
(iii)	~~adverbial and adjectival phrases and clauses;~~	Moved from old 8.19A Deleted adverbial and adjectival phrases to reflect more common comma usage. Moved to 20Bi "Punctuation"
	Use transitions for sentence to sentence or paragraph to paragraph coherence	Added to aid in VA from 6-8.
(iv)	~~relative pronouns (e.g., whose, that, which); and~~ use appropriate pronouns for clarity	Moved from old 8.19A. CCRS aligned. Changed for vertical alignment
(v)	~~subordinating conjunctions (e.g., because, since);~~	Moved from old 8.19A Moved to "Sentence Structure" old 8.19A
(B)	~~write complex sentences and differentiate between main versus subordinate clauses; and~~	Moved from old 8.19B Absorbed into new SEs in composition strand
(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.~~	Moved from old 8.19C Absorbed into new SEs in composition strand
(A)	use conventions of capitalization~~; and~~ for proper nouns appropriately and for stylistic purposes	Moved from old 8.20A

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		Specificity and Rigor
(B)	use correct punctuation marks, including:	Moved from old 8.20B
(i)	commas in appositive phrases, after transitions, and with introductory structures ~~and dependent adverbial clauses~~, and ~~correct~~ punctuate ~~punctuation of~~ complex sentences correctly; and	Moved from old 8.20B and streamlined with 19Aii-iii To reflect common comma usage
	Use quotation marks correctly including for dialogue and citation	Aligning with 6th grade
(ii)	Use semicolons, colons, ~~hyphens, parentheses, brackets~~, and ellipses when appropriate	Moved from old 8.20B To reflect common punctuation usage
(A)	spell correctly, including using various resources to determine and check correct spellings.	Moved from old 8.21A
	Differentiate between commonly confused terms (e.g., its, it's; affect, effect)	Streamlined with 6th and 7th grade TEK 21A Aligned with CCRS
A	~~analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.~~	Moved to new KS 5
(8)	~~Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.~~	Absorbed into new KS 6
(8)	Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The students is expected to:	New KS strand 8
~~8.8A???~~	~~Students are expected to explain the effect of similes and extended metaphors in literary text.~~	Moved to new KS 6
A	generate research questions, gather and synthesize relevant information from a variety of valid and credible sources to develop a research plan and modify the plan according to findings	
~~(A)~~	~~brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and~~	Moved from old 8.22A
~~(B)~~	~~apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.~~	Moved from old 8.22B
B ~~(A)~~	follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies and record bibliographic information from each source appropriately;	Moved from old 8.23A
A	narrow or broaden the major research question, if necessary, based on further research and investigation; and	Moved from old 8.24A

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(B)	categorize information thematically in order to see the larger constructs inherent in the information;	Moved from old 8.23B
~~(C)~~	~~record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and~~	Moved from old 8.23C Added to
(D)	differentiate between paraphrasing and plagiarism ~~and identify the importance of using valid and reliable sources.~~	Moved from old 8.23D
B	utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.	Moved from old 8.24B
A	draw~~s~~ conclusions and summarizes or paraphrases the findings in a systematic way;	Moved from old 8.25A
B	gather and organize ~~marshals~~ evidence to explain the topic and give~~s~~ relevant reasons for conclusions;	Moved from old 8.25B
C	present~~s~~ ~~the~~ findings in a meaningful format; and	Moved from old 8.25C
D	follow~~s~~ accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	Moved from old 8.25D
(9)	~~Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.~~	Absorbed into new KS 6
	~~Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes~~	Moved to new KS 6
(10)	~~Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.~~	Absorbed into new KS 5
~~(A)~~	~~summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;~~	Moved to new KS 5
~~(B)~~	~~distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;~~	Moved to new KS 5
~~(C)~~	~~make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and~~	Moved to new KS 5
~~(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.~~	Moved to new KS 5
(11)	~~Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.~~	Absorbed into new KS 5
~~(A)~~	~~compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and~~	Moved to new KS 5

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~~(B)~~	~~analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.~~	Moved to new KS 5
(12)	~~Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.~~	Absorbed into new KS 5
~~(A)~~	~~analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and~~	Moved to new KS 5
~~(B)~~	~~evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.~~	Moved to new KS 5
(13)	~~Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.~~	Absorbed into new KS 6
~~(A)~~	~~evaluate the role of media in focusing attention on events and informing opinion on issues;~~	Moved into new KS 6
~~(B)~~	~~interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;~~	Moved into new KS 6
~~(C)~~	~~evaluate various techniques used to create a point of view in media and the impact on audience; and~~	Moved into new KS 6
~~(D)~~	~~assess the correct level of formality and tone for successful participation in various digital media.~~	Moved to new KS 3
(14)	~~Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:~~	Absorbed into new KS 7
~~(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;~~	Moved to new KS 7
~~(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;~~	Moved to new KS 7
~~(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;~~	Moved to new KS 7
~~(D)~~	~~edit drafts for grammar, mechanics, and spelling; and~~	Moved to new KS 7
~~(E)~~	~~revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.~~	Moved to new KS 7
(15)	~~Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:~~	Absorbed into new KS 7
~~(A)~~	~~write an imaginative story that:~~	Moved to new KS 7

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~~(i)~~	~~sustains reader interest;~~	Moved to new KS 7
~~(ii)~~	~~includes well-paced action and an engaging story line;~~	Moved to new KS 7
~~(iii)~~	~~creates a specific, believable setting through the use of sensory details;~~	Moved to new KS 7
~~(iv)~~	~~develops interesting characters; and~~	Moved to new KS 7
~~(v)~~	~~uses a range of literary strategies and devices to enhance the style and tone; and~~	Moved to new KS 7
~~(B)~~	~~write a poem using:~~	Moved to new KS 7
~~(i)~~	~~poetic techniques (e.g., rhyme scheme, meter);~~	Moved to new KS 7
~~(ii)~~	~~figurative language (e.g., personification, idioms, hyperbole); and~~	Moved to new KS 7
~~(iii)~~	~~graphic elements (e.g., word position).~~	Moved to new KS 7
(16)	~~Writing. Students write about their own experiences~~. ~~Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences. Students are expected to~~	Absorbed into new KS 7
~~A~~	~~write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.~~	Moved to new KS 7
(17)	~~Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.~~ Students are expected to:	Absorbed into new KS 7
~~(A)~~	~~write a multi-paragraph essay to convey information about a topic that:~~	Moved to new KS 7
~~(i)~~	~~presents effective introductions and concluding paragraphs;~~	Moved to new KS 7
~~(ii)~~	~~contains a clearly stated purpose or controlling idea;~~	Moved to new KS 7
~~(iii)~~	~~is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;~~	Moved to new KS 7
~~(iv)~~	~~accurately synthesizes ideas from several sources; and~~	Moved to new KS 7
~~(v)~~	~~uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;~~	Moved to new KS 7
~~(B)~~	~~write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;~~	Moved to new KS 7
~~(C)~~	~~write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and~~	Moved to new KS 3
~~(D)~~	~~produce a multimedia presentation involving text, graphics, images, and sound using available technology.~~	Moved to new KS 7

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(18)	~~Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:~~	Absorbed into new KS 7
(A)	~~establishes a clear thesis or position;~~	Moved to new KS 7
(B)	~~considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and~~	Moved to new KS 7
(C)	~~includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.~~	Moved to new KS 7
(19)	~~Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:~~	Absorbed into new KS 7
(A)	~~use and understand the function of the following parts of speech in the context of reading, writing, and speaking:~~	Moved to new KS 7
(i)	~~verbs (perfect and progressive tenses) and participles;~~	Moved to new KS 7
(ii)	~~appositive phrases;~~	Moved to new KS 7
(iii)	~~adverbial and adjectival phrases and clauses;~~	Moved to new KS 7
(iv)	~~relative pronouns (e.g., whose, that, which); and~~	Moved to new KS 7
(v)	~~subordinating conjunctions (e.g., because, since);~~	Moved to new KS 7
(B)	~~write complex sentences and differentiate between main versus subordinate clauses; and~~	Moved to new KS 7
(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.~~	Moved to new KS 7
(20)	~~Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:~~	Absorbed in new KS 7
(A)	~~use conventions of capitalization; and~~	Moved into new KS 7
(B)	~~use correct punctuation marks, including:~~	Moved into new KS 7
(i)	~~commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and~~	Moved to new KS 7
(ii)	~~semicolons, colons, hyphens, parentheses, brackets, and ellipses.~~	Moved to new KS 7
(21)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to	Absorbed into new KS 7

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A	~~spell correctly, including using various resources to determine and check correct spellings.~~	Moved to new KS 7
(22)	~~Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:~~	Absorbed into new KS 8
(A)	~~brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and~~	Moved to new KS 8
(B)	~~apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.~~	Moved to new KS 8
(23)	~~Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:~~	Absorbed into new KS 8
(A)	~~follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;~~	Moved to new KS 8
(B)	~~categorize information thematically in order to see the larger constructs inherent in the information;~~	Moved to new KS 8
(C)	~~record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and~~	Moved to new KS 8
(D)	~~differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.~~	Moved to new KS 8
(24)	~~Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:~~	Absorbed into new KS 8
(A)	~~narrow or broaden the major research question, if necessary, based on further research and investigation; and~~	Moved to new KS 8
(B)	~~utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.~~	Moved to new KS 8
(25)	~~Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:~~	Absorbed into new KS 8.
(A)	~~draws conclusions and summarizes or paraphrases the findings in a systematic way;~~	Moved to new KS 8
(B)	~~marshals evidence to explain the topic and gives relevant reasons for conclusions;~~	Moved to new KS 8
(C)	~~presents the findings in a meaningful format; and~~	Moved to new KS 8
(D)	~~follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.~~	Moved to new KS 8

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(26)	~~Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:~~	Absorbed into new KS 4.
(A)	~~listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;~~	Moved to new KS 4
(B)	~~follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and~~	Moved to new KS 4
(C)	~~summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.~~	Moved to new KS 4
(27)	~~Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to~~	Absorbed into new KS 4.
	~~advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.~~	Moved to new KS 4
(28)	~~Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to~~	Absorbed into new KS 4.
	~~participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.~~	Moved to new KS 4.

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