

Final Recommendations Side by Side—Grade 5

Current English Language Arts and Reading TEKS	TEKS Review Committee Final Recommendations
<p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select text and read independently for a sustained period of time;</p> <p>(C) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;</p>
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>(C) produce analogies with known antonyms and synonyms;</p> <p>(D) identify and explain the meaning of common idioms, adages, and other sayings; and</p> <p>(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.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(B) develop vocabulary by:</p> <p>(i) use a variety of resources print, digital, and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;</p> <p>(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots including: terr, chrono, audi, geo, dict, photo, and ject;</p> <p>(iv) identify the meaning of base words with affixes including: de-, trans-, super-, anti-, mid-, semi-, -al/ial, -ive, -ous/-eous/-ious, and -logy;</p> <p>(v) identify and use antonyms and synonyms; and</p> <p>(vii) identify and explain the meaning of idioms and adages;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(E) respond using newly acquired vocabulary as appropriate;</p>

<p>(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:</p> <p>(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;</p> <p>(B) describe the phenomena explained in origin myths from various cultures; and</p> <p>(C) explain the effect of a historical event or movement on the theme of a work of literature.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences and use text evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(F) discuss specific ideas in the text important to the implied meaning; and</p> <p>(G) compare and contrast ideas across a variety of sources.</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including legends and myths, autobiographies, personal narrative, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(ii) explaining the significance of the setting in relationship to the plot, including a historical setting;</p> <p>(iv) explaining multiple themes and ideas not explicitly stated within and across texts;</p>
<p>(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences and use text evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and</p>

	<p>diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including legends and myths, autobiographies, personal narrative, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(v) identifying and explaining the elements of poetry, including imagery, visual, arrangement, sound devices such as internal rhyme and rhyme scheme, figurative language, mood, and speaker in narrative and lyrical poems; and</p> <p>(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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(D) describe how the author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes;</p>
<p>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences and use text evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(G) compare and contrast ideas across a variety of sources.</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including legends and myths, autobiographies, personal narrative, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p>

	<p>(i) analyzing and summarizing the elements of plot development including rising action, climax, falling action, and resolution including non-linear elements such as flashback;</p> <p>(ii) explaining the significance of the setting in relationship to the plot, including a historical setting;</p> <p>(iii) explaining the roles and functions of characters including their relationships and conflicts;</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</p>
<p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and</p> <p>(C) explain different forms of third-person points of view in stories.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences and use text evidence to support understanding;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(C) paraphrase and summarize texts in ways that maintain meaning and logical order;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including legends and myths, autobiographies, personal narrative, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(i) analyzing and summarizing the elements of plot development including rising action, climax, falling action, and resolution including non-linear elements such as flashback;</p> <p>(iii) explaining the roles and functions of characters including their relationships and conflicts;</p>

	<p>(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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(F) analyze the use of literary devices including point of view in first or third person and foreshadowing to achieve a specific purpose; and</p>
<p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences and use text evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including legends and myths, autobiographies, personal narrative, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including insets, timelines, and sidebars, to gain understanding of text; and</p> <p>(ii) explain how different organizational structures including cause and effect, compare and contrast, problem and solution, and chronological order support the main ideas;</p> <p>(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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(B) understand how text structure contributes to the author's purpose;</p>

	<p>(D) describe how the author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes;</p> <p>(E) analyze how the author's use of language contributes to the voice in a text;</p> <p>(F) analyze the use of literary devices including point of view in first or third person and foreshadowing to achieve a specific purpose; and</p> <p>(G) analyze the use of rhetorical devices including exaggeration and stereotyping.</p>
<p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences and use text evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(F) discuss specific ideas in the text important to the implied meaning; and</p> <p>(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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(D) describe how the author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes;</p> <p>(E) analyze how the author's use of language contributes to the voice in a text;</p>
<p>(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select text and read independently for a sustained period of time;</p> <p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and</p>

	<p>complexity. The student is expected to:</p> <p>(H) synthesize information to create new understanding; and</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) paraphrase and summarize texts in ways that maintain meaning and logical order;</p> <p>(D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;</p>
<p>(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts;</p> <p>(F) make inferences and use text evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(F) discuss specific ideas in the text important to the implied meaning; and</p> <p>(G) compare and contrast ideas across a variety of sources.</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including legends and myths, autobiographies, personal narrative, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including insets, timelines, and sidebars, to gain understanding of text; and</p> <p>(ii) explain how different organizational structures including cause and effect, compare and contrast, problem and solution, and chronological order support the main ideas;</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using</p>

	<p>Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) analyze the author's purpose and message within a text;</p>
<p>(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p> <p>(B) determine the facts in text and verify them through established methods;</p> <p>(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;</p> <p>(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</p> <p>(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(F) make inferences and use text evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(C) paraphrase and summarize texts in ways that maintain meaning and logical order;</p> <p>(F) discuss specific ideas in the text important to the implied meaning; and</p> <p>(G) compare and contrast ideas across a variety of sources.</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including legends and myths, autobiographies, personal narrative, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including insets, timelines, and sidebars, to gain understanding of text; and</p> <p>(ii) explain how different organizational structures including cause and effect, compare and contrast, problem and solution, and chronological order support the main ideas;</p> <p>(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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) analyze the author's purpose and message within a text;</p>

	<p>(B) understand how text structure contributes to the author’s purpose;</p> <p>(C) explain the author’s use of print and graphic features to achieve specific purposes;</p>
<p>(12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and</p> <p>(B) recognize exaggerated, contradictory, or misleading statements in text.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts;</p> <p>(F) make inferences and use text evidence to support understanding;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) use text evidence to support an appropriate response;</p> <p>(F) discuss specific ideas in the text important to the implied meaning; and</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including legends and myths, autobiographies, personal narrative, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(D) recognize characteristics and structures of persuasive text by identifying the thesis and explain how the author has used facts for or against an argument; and</p> <p>(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 will analyze and apply author’s craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) analyze the author’s purpose and message within a text;</p> <p>(G) analyze the use of rhetorical devices including exaggeration and stereotyping.</p>
<p>(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;</p>

<p>(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>	<p>(E) respond using newly acquired vocabulary as appropriate;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including legends and myths, autobiographies, personal narrative, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including insets, timelines, and sidebars, to gain understanding of text; and</p> <p>(ii) explain how different organizational structures including cause and effect, compare and contrast, problem and solution, and chronological order support the main ideas;</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</p>
<p>(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);</p> <p>(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);</p> <p>(C) identify the point of view of media presentations; and</p> <p>(D) analyze various digital media venues for levels of formality and informality.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</p> <p>(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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) analyze the author's purpose and message within a text;</p> <p>(C) explain the author's use of print and graphic features to achieve specific purposes;</p> <p>(F) analyze the use of literary devices including point of view in first or third person and foreshadowing to achieve a specific purpose; and</p>
<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended</p>	<p>(7) Composition: 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:</p>

<p>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;</p> <p>(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;</p> <p>(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;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;</p> <p>(B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;</p> <p>(C) revise drafts by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple, compound, and complex sentences with correct subject-verb agreement; (ii) irregular verbs; (iii) collective nouns; (iv) descriptive adjectives including comparative and superlative forms; (v) adverbs; (vi) prepositions and prepositional phrases; (vii) indefinite pronouns; (viii) coordinating conjunctions; (ix) subordinating conjunctions to form complex sentences; (x) capitalization of abbreviations, initials, acronyms, and organizations; (xi) punctuation marks including commas in compound and complex sentences; (xii) punctuation marks, including commas and quotation marks in dialogue; and (xiii) punctuation marks, including proper italics and underlining for titles; <p>(E) publish and evaluate written work in response to feedback;</p> <p>(F) use the elements of craft to advance the writer’s purpose when composing by:</p> <ul style="list-style-type: none"> (i) developing an engaging idea reflecting depth of thought with specific details and relevance; (ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and effective closing; (iii) using intentional word choice, precise nouns, and strong actions verbs; (iv) constructing a variety of sentence structures and lengths; and (v) developing voice;
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<p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write imaginative stories that include:</p> <ul style="list-style-type: none"> (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story; and <p>(B) write poems using:</p> <ul style="list-style-type: none"> (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); and (iii) graphic elements (e.g., capital letters, line length). 	<p>(7) Composition: 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:</p> <p>(F) use the elements of craft to advance the writer’s purpose when composing by:</p> <ul style="list-style-type: none"> (i) developing an engaging idea reflecting depth of thought with specific details and relevance; (ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and effective closing; (iii) using intentional word choice, precise nouns, and strong actions verbs; (iv) constructing a variety of sentence structures and lengths; and (v) developing voice; <p>(G) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft such as personal narratives, fiction, and poetry;</p>
<p>(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p>	<p>(7) Composition: 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:</p> <p>(G) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft such as personal narratives, fiction, and poetry;</p>
<p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create multi-paragraph essays to convey information about the topic that:</p> <ul style="list-style-type: none"> (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; and (iv) use a variety of sentence structures and transitions to link paragraphs; <p>(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(D) interact with sources in meaningful ways such as note-taking, annotating, free writing, or illustrating;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</p> <p>(7) Composition: 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:</p>

	<p>(F) use the elements of craft to advance the writer’s purpose when composing by:</p> <ul style="list-style-type: none"> (i) developing an engaging idea reflecting depth of thought with specific details and relevance; (ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and effective closing; (iv) constructing a variety of sentence structures and lengths; and <p>(H) compose informational texts using genre characteristics and craft;</p> <p>(J) compose correspondence.</p>
<p>(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>	<p>(7) Composition: 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:</p> <p>(F) use the elements of craft to advance the writer’s purpose when composing by:</p> <ul style="list-style-type: none"> (i) developing an engaging idea reflecting depth of thought with specific details and relevance; <p>(I) compose persuasive texts such as editorials using genre characteristics and craft; and</p>
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (irregular verbs and active voice); (ii) collective nouns (e.g., class, public); (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., all, both, nothing, anything); (vii) subordinating conjunctions (e.g., while, because, although, if); and 	<p>(7) Composition: 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:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) complete simple, compound, and complex sentences with correct subject-verb agreement; (ii) irregular verbs; (iii) collective nouns; (iv) descriptive adjectives including comparative and superlative forms; (v) adverbs; (vi) prepositions and prepositional phrases; (vii) indefinite pronouns; (viii) coordinating conjunctions;

<p>(viii) transitional words (e.g., also, therefore);</p> <p>(B) use the complete subject and the complete predicate in a sentence; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>	<p>(ix) subordinating conjunctions to form complex sentences;</p>
<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) use capitalization for:</p> <p>(i) abbreviations;</p> <p>(ii) initials and acronyms; and</p> <p>(iii) organizations;</p> <p>(B) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p> <p>(ii) proper punctuation and spacing for quotations; and</p> <p>(C) use proper mechanics including italics and underlining for titles and emphasis.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(D) write legibly in print and cursive;</p> <p>(7) Composition: 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:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(x) capitalization of abbreviations, initials, acronyms, and organizations;</p> <p>(xi) punctuation marks including commas in compound and complex sentences;</p> <p>(xii) punctuation marks, including commas and quotation marks in dialogue; and</p> <p>(xiii) punctuation marks, including proper italics and underlining for titles;</p>
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);</p> <p>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and</p> <p>(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);</p> <p>(B) spell words with:</p> <p>(i) Greek Roots (e.g., tele, photo, graph, meter);</p> <p>(ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, diet);</p> <p>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(E) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding consonant changes including /t/ to /sh/ such as in select and selection, and /k/ to /sh/ such as in music and musician;</p> <p>(ii) decoding and encoding vowel changes;</p> <p>(iii) decoding and encoding silent and sounded consonants such as sign to signal;</p> <p>(iv) decoding and encoding base words with affixes, including: de-, trans-, super-, anti-, mid-, semi—, -al/ial, -ive, -ous/-eous/-ious, and -logy; and</p> <p>(v) differentiate between commonly confused terms such as its, it's; affect, effect; and</p>

<p>(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);</p> <p>(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p> <p>(E) know how to use the spell-check function in word processing while understanding its limitations.</p>	
<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information about the major research question.</p>	<p>(4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(C) articulate thoughts clearly and build upon the ideas of others during discussion; and</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate and clarify questions on a topic for formal and informal inquiry;</p> <p>(B) develop and follow a research plan with teacher support;</p>
<p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</p> <p>(B) differentiate between primary and secondary sources;</p> <p>(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p> <p>(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(B) develop and follow a research plan with teacher support;</p> <p>(C) understand credibility of and differentiate between primary and secondary sources;</p> <p>(D) analyze and organize collected information from a variety of sources;</p> <p>(E) develop a bibliography;</p> <p>(F) differentiate between paraphrasing and plagiarism when using source materials;</p> <p>(H) incorporate digital technology, when appropriate.</p>

<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</p> <p>(B) evaluate the relevance, validity, and reliability of sources for the research.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate and clarify questions on a topic for formal and informal inquiry;</p> <p>(C) understand credibility of and differentiate between primary and secondary sources;</p>
<p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(A) compiles important information from multiple sources;</p> <p>(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p> <p>(C) presents the findings in a consistent format; and</p> <p>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(G) evaluate information read to determine what is most important;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) paraphrase and summarize texts in ways that maintain meaning and logical order;</p> <p>(7) Composition: 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:</p> <p>(F) use the elements of craft to advance the writer's purpose when composing by:</p> <p>(i) developing an engaging idea reflecting depth of thought with specific details and relevance;</p> <p>(ii) organizing with purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and effective closing;</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(D) analyze and organize collected information from a variety of sources;</p> <p>(E) develop a bibliography;</p> <p>(F) differentiate between paraphrasing and plagiarism when using source materials;</p> <p>(G) demonstrate understanding using an appropriate mode of delivery, such as written, oral, and/or media; and</p>

<p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;</p> <p>(B) follow, restate, and give oral instructions that include multiple action steps; and</p> <p>(C) determine both main and supporting ideas in the speaker's message.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(iii) listening to and drawing conclusions in content learning activities;</p> <p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) paraphrase and summarize texts in ways that maintain meaning and logical order;</p> <p>(4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</p>
<p>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) develop oral language through listening and speaking by:</p> <p>(ii) employing appropriate eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(v) using oral language to inform and-persuade.</p>

<p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) develop oral language through listening and speaking by:</p> <p>(iv) developing social communication such as, providing peers with constructive feedback, using oral language to explore, negotiate, and solve problems; and</p> <p>(4) Collaboration: Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</p> <p>(B) work productively with others to develop a plan of shared responsibilities;</p> <p>(C) articulate thoughts clearly and build upon the ideas of others during discussion; and</p> <p>(D) reflect on and respond to the effectiveness of collaboration by acknowledging the contributions of others.</p>
<p>Figure 19</p>	
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) make and confirm predictions using text features, characteristics of genre elements and structures;</p> <p>(D) create mental images to deepen understanding;</p> <p>(E) make connections to personal experiences, to ideas in other texts, and to the larger community;</p> <p>(F) make inferences and use text evidence to support understanding;</p> <p>(H) synthesize information to create new understanding; and</p>

<p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>	<p>(I) monitor and adjust comprehension when understanding breaks down.</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>
	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal and emotional connections to a variety of sources including self-selected texts;</p>
	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(vi) identifying the elements of a play, including acts, scenes, stage directions, and scripted dialogue;</p>