

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS   | 2009 TEKS  | Notes   |
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| <b>(a) Introduction.</b>  | <b>(a) Introduction.</b>   |   |
| <p><b>(1)</b> The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p><b>(2)</b> The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p> | <p><b>(1)</b> 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 fifth 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.</p> | <p>The 2017 TEKS explicitly focus on the interconnectedness of the four domains of language and thinking throughout the standards. The seven strands are intended to be integrated and recursive. The standards also emphasize that spelling and reading are reciprocal skills.</p> |
| <p><b>(3)</b> Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>  |  | <p>Students will build on the standards and skills learned in prior grade levels with additional depth and complexity in this grade level.</p>  |
|   | <p><b>(2)</b> For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>   |   |

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|  | <p><b>(2)(A)</b> 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.</p> |  |
| <p><b>(4)</b> English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p> | <p><b>(2)(B)</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.</p>  | <p>The 2017 standards focus on the importance of encouraging EL students to use their native language to enhance their learning and on providing scaffolded instruction to support the needs of ELs.</p> |
|  | <p><b>(2)(C)</b> 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 schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>                    |  |

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|  | <b>(3)</b> 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 5 as described in subsection (b) of this section.   |   |
|  | <b>(4)</b> 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>(5)</b> Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum). |  | This includes specific information to guide the instruction of ELs in their acquisition of reading skills, their vocabulary development, and the improvement of their English-language proficiency. |
| <b>(6)</b> Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).  |  | The 2017 TEKS emphasize the role of oral language proficiency as it relates to student success at school.   |
| <b>(7)</b> Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.   |  |   |

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| <b>(b) Knowledge and skills.</b>  | <b>(b) Knowledge and skills.</b>  |       |
| <p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(A)</b> listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</p>   | <p><b>(27) Listening and Speaking/Listening.</b> 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><b>(A)</b> 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>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(B)</b> follow, restate, and give oral instructions that include multiple action steps;</p>   | <p><b>(27) Listening and Speaking/Listening.</b> 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><b>(B)</b> follow, restate, and give oral instructions that include multiple action steps; and</p>   |       |
| <p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(C)</b> give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> | <p><b>(28) Listening and Speaking/Speaking.</b> 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><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(D)</b> work collaboratively with others to develop a plan of shared responsibilities.</p>  |   |       |

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| <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li><b>(i)</b> decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li><b>(ii)</b> decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li><b>(iii)</b> decoding words using advanced knowledge of syllable division patterns;</li> <li><b>(iv)</b> decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li><b>(v)</b> identifying and reading high-frequency words from a research-based list;</li> </ul> |  |       |
| <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li><b>(i)</b> spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> </ul>  |  |       |
| <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li><b>(ii)</b> spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> </ul>   | <p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(A)</b> spell words with more advanced orthographic patterns and rules:</p> <ul style="list-style-type: none"> <li><b>(i)</b> consonant changes (e.g.,/t/ to/sh/ in select, selection;/k/ to/sh/ in music, musician);</li> </ul> |       |

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| <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(iii)</b> spelling multisyllabic words with multiple sound-spelling patterns;</p>   | <p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(A)</b> spell words with more advanced orthographic patterns and rules:</p> <p style="padding-left: 20px;"><b>(iii)</b> silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);</p>  |       |
| <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(iv)</b> spelling words using advanced knowledge of syllable division patterns;</p> | <p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(A)</b> spell words with more advanced orthographic patterns and rules:</p> <p style="padding-left: 20px;"><b>(ii)</b> 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><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(v)</b> spelling words using knowledge of prefixes; and</p>                         |  |       |

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| <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(vi)</b> spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p> | <p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(B)</b> spell words with:</p> <p style="padding-left: 20px;"><b>(i)</b> Greek Roots (e.g., tele, photo, graph, meter);</p> <p style="padding-left: 20px;"><b>(ii)</b> Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);</p> <p style="padding-left: 20px;"><b>(iii)</b> Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</p> <p style="padding-left: 20px;"><b>(iv)</b> Latin derived suffixes (e.g., -able, -ible; -ance, -ence);</p> |  |
| <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> write legibly in cursive.</p>  |  | Instruction in cursive writing has been extended to grade 5.               |
| <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(A)</b> use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;</p>   | <p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(E)</b> 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>   | Specificity has been added to include the use of digital resources.        |
| <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(B)</b> use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>   | <p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(B)</b> use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p>   | Note that SE 3.B has been expanded to include context beyond the sentence. |
| <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(C)</b> identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and</p>   | <p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(A)</b> determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>  | Note that SE 3.C is not limited to Latin and Greek roots and affixes.      |
| <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(D)</b> identify, use, and explain the meaning of adages and puns.</p>  | <p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(D)</b> identify and explain the meaning of common idioms, adages, and other sayings; and</p>  | Note that SE 3.D now requires the student to use adages and puns.          |

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| <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>  | <p><b>(1) Reading/Fluency.</b> 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><b>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>  | <p><b>(9) Reading/Comprehension of Text/Independent Reading.</b> 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>Specificity has been added to include independent reading with student-selected texts.</p>  |
| <p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(A)</b> establish purpose for reading assigned and self-selected texts;</p>   | <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(A)</b> establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p>   | <p>Specificity has been added to include student-selected texts.</p>   |
| <p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(B)</b> generate questions about text before, during, and after reading to deepen understanding and gain information;</p> | <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(B)</b> ask literal, interpretive, evaluative, and universal questions of text;</p> <p><b>(C)</b> monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> | <p>Note that SE 6.B focuses on the timing of questions (i.e. before, during and after) but does not specify the types of questions that the reader will ask.</p> |
| <p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(C)</b> make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>        |  |  |

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| <p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(D)</b> create mental images to deepen understanding;</p>                                | <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(C)</b> monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>   |       |
| <p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society;</p> | <p><b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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><b>(A)</b> compare and contrast the themes or moral lessons of several works of fiction from various cultures;</p> <p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(E)</b> synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p> <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(F)</b> make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p> |       |
| <p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding;</p>                   | <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(D)</b> make inferences about text and use textual evidence to support understanding;</p>   |       |
| <p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(G)</b> evaluate details read to determine key ideas;</p>                                |   |       |

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| <p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(H)</b> synthesize information to create new understanding; and</p>  | <p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(E)</b> synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p>   |       |
| <p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(I)</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>                                  | <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(C)</b> monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>   |       |
| <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(A)</b> describe personal connections to a variety of sources, including self-selected texts;</p>   |   |       |
| <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(B)</b> write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p><b>(C)</b> use text evidence to support an appropriate response;</p> | <p><b>(18) Writing/Expository and Procedural Texts.</b> 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><b>(C)</b> write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(D)</b> make inferences about text and use textual evidence to support understanding;</p> |       |

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| <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>  | <p><b>(9) Reading/Comprehension of Text/Independent Reading.</b> 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><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(A)</b> summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p> <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(E)</b> summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> |       |
| <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(E)</b> interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>                             |  |       |
| <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(F)</b> respond using newly acquired vocabulary as appropriate; and</p>  |  |       |
| <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(G)</b> discuss specific ideas in the text that are important to the meaning.</p>  |  |       |
| <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(A)</b> infer multiple themes within a text using text evidence;</p> | <p><b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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><b>(C)</b> explain the effect of a historical event or movement on the theme of a work of literature.</p>  |       |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS  | 2009 TEKS   | Notes   |
|--|---|---|
| <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(B)</b> analyze the relationships of and conflicts among the characters;</p>  | <p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> 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><b>(B)</b> explain the roles and functions of characters in various plots, including their relationships and conflicts; and</p>             |   |
| <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(C)</b> analyze plot elements, including rising action, climax, falling action, and resolution; and</p>   | <p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> 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><b>(A)</b> describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> | The cognitive complexity of SE 8.C requires students to analyze literary elements.  |
| <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(D)</b> analyze the influence of the setting, including historical and cultural settings, on the plot.</p>  |   |   |
| <p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(A)</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;</p> | <p><b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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><b>(B)</b> describe the phenomena explained in origin myths from various cultures; and</p>  |   |
| <p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(B)</b> explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;</p>   | <p><b>(4) Reading/Comprehension of Literary Text/Poetry.</b> 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>               | Note that SE 9.B has been expanded to include figurative language and distinguishing between the poet and the speaker in a variety of poetic forms. |
| <p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(C)</b> explain structure in drama such as character tags, acts, scenes, and stage directions;</p>   | <p><b>(5) Reading/Comprehension of Literary Text/Drama.</b> 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>  |   |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS  | 2009 TEKS  | Notes  |
|--|--|--|
| <p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(D)</b> recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li><b>(i)</b> the central idea with supporting evidence;</li> </ul>   | <p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(A)</b> summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p>   | <p>For instructional purposes, main idea and central idea may be used interchangeably when referencing the central idea of an entire text.</p> |
| <p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(D)</b> recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li><b>(ii)</b> features such as insets, timelines, and sidebars to support understanding; and</li> </ul>  | <p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(D)</b> use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</p>   |  |
| <p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(D)</b> recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li><b>(iii)</b> organizational patterns such as logical order and order of importance;</li> </ul>   | <p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(C)</b> 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><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(E)</b> recognize characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li><b>(i)</b> identifying the claim;</li> <li><b>(ii)</b> explaining how the author has used facts for or against an argument;</li> <li>and</li> <li><b>(iii)</b> identifying the intended audience or reader; and</li> </ul> |  |  |
| <p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(F)</b> recognize characteristics of multimodal and digital texts.</p>   |  | <p>Multimodal texts incorporate more than one mode within a single text.</p>   |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS  | 2009 TEKS  | Notes   |
|--|--|---|
| <p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(A)</b> explain the author's purpose and message within a text;</p>  | <p><b>(10) Reading/Comprehension of Informational Text/Culture and History.</b> 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><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(B)</b> analyze how the use of text structure contributes to the author's purpose;</p>   |  | Note that SE 10.B requires a connection between text structure and the author's purpose.                        |
| <p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(C)</b> analyze the author's use of print and graphic features to achieve specific purposes;</p>   | <p><b>(13) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(B)</b> interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> <p><b>(14) Reading/Media Literacy.</b> 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><b>(A)</b> explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);</p> | Note that SE 10.C requires a connection between the use of print and graphic features and the author's purpose. |
| <p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(D)</b> describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;</p> | <p><b>(8) Reading/Comprehension of Literary Text/Sensory Language.</b> 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>  | Note that SE 10.D requires a connection between the use of language or sound devices and the author's purpose.  |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS  | 2009 TEKS  | Notes   |
|--|--|---|
| <p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(E)</b> identify and understand the use of literary devices, including first- or third-person point of view;</p> | <p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> 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><b>(C)</b> explain different forms of third-person points of view in stories.</p>  | <p>Note that SE 10.E has been expanded to also include the use of literary devices.</p> |
| <p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(F)</b> examine how the author's use of language contributes to voice; and</p>                                   |  | <p>Note that SE 10.F requires a connection between the use of language and voice.</p>   |
| <p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(G)</b> explain the purpose of hyperbole, stereotyping, and anecdote.</p>  |  |   |
| <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(A)</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p>  | <p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(A)</b> 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;</p> |   |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS   | 2009 TEKS  | Notes |
|---|--|-------|
| <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing by:</p> <p style="padding-left: 20px;"><b>(i)</b> organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> | <p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(B)</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><b>(C)</b> 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><b>(16) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> write imaginative stories that include:</p> <p style="padding-left: 20px;"><b>(i)</b> a clearly defined focus, plot, and point of view;</p> <p><b>(18) Writing/Expository and Procedural Texts.</b> 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><b>(A)</b> create multi-paragraph essays to convey information about the topic that:</p> <p style="padding-left: 20px;"><b>(i)</b> present effective introductions and concluding paragraphs;</p> <p style="padding-left: 20px;"><b>(ii)</b> guide and inform the reader's understanding of key ideas and evidence;</p> <p style="padding-left: 20px;"><b>(iii)</b> include specific facts, details, and examples in an appropriately organized structure; and</p> <p style="padding-left: 20px;"><b>(iv)</b> use a variety of sentence structures and transitions to link paragraphs;</p> <p><b>(B)</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><b>(20) Oral and Written Conventions/Conventions.</b> 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><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;"><b>(viii)</b> transitional words (e.g., also, therefore);</p> |       |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS  | 2009 TEKS   | Notes |
|--|---|-------|
| <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing by:</p> <p style="padding-left: 20px;"><b>(ii)</b> develop an engaging idea reflecting depth of thought with specific facts and details;</p> | <p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(B)</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><b>(C)</b> 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><b>(16) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> write imaginative stories that include:</p> <p style="padding-left: 20px;"><b>(i)</b> a clearly defined focus, plot, and point of view;</p> <p style="padding-left: 20px;"><b>(ii)</b> a specific, believable setting created through the use of sensory details; and</p> <p style="padding-left: 20px;"><b>(iii)</b> dialogue that develops the story; and</p> <p><b>(B)</b> write poems using:</p> <p style="padding-left: 20px;"><b>(i)</b> poetic techniques (e.g., alliteration, onomatopoeia);</p> <p style="padding-left: 20px;"><b>(ii)</b> figurative language (e.g., similes, metaphors); and</p> <p style="padding-left: 20px;"><b>(iii)</b> graphic elements (e.g., capital letters, line length).</p> <p><b>(17) Writing.</b> Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p> <p><b>(18) Writing/Expository and Procedural Texts.</b> 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><b>(A)</b> create multi-paragraph essays to convey information about the topic that:</p> <p style="padding-left: 20px;"><b>(i)</b> present effective introductions and concluding paragraphs;</p> <p style="padding-left: 20px;"><b>(ii)</b> guide and inform the reader's understanding of key ideas and evidence;</p> <p style="padding-left: 20px;"><b>(iii)</b> include specific facts, details, and examples in an appropriately organized structure; and</p> <p style="padding-left: 20px;"><b>(iv)</b> use a variety of sentence structures and transitions to link paragraphs;</p> <p><b>(B)</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><b>(C)</b> write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> |       |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS   | 2009 TEKS   | Notes  |
|---|---|--|
| <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(C)</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> | <p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(B)</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><b>(C)</b> revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging</p> <p><b>(16) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> write imaginative stories that include:</p> <ul style="list-style-type: none"> <li><b>(i)</b> a clearly defined focus, plot, and point of view;</li> <li><b>(ii)</b> a specific, believable setting created through the use of sensory details; and</li> <li><b>(iii)</b> dialogue that develops the story; and</li> </ul> <p><b>(B)</b> write poems using:</p> <ul style="list-style-type: none"> <li><b>(i)</b> poetic techniques (e.g., alliteration, onomatopoeia);</li> <li><b>(ii)</b> figurative language (e.g., similes, metaphors); and</li> <li><b>(iii)</b> graphic elements (e.g., capital letters, line length).</li> </ul> <p><b>(17) Writing.</b> Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p> <p><b>(18) Writing/Expository and Procedural Texts.</b> 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><b>(A)</b> create multi-paragraph essays to convey information about the topic that:</p> <ul style="list-style-type: none"> <li><b>(i)</b> present effective introductions and concluding paragraphs;</li> <li><b>(ii)</b> guide and inform the reader's understanding of key ideas and evidence;</li> <li><b>(iii)</b> include specific facts, details, and examples in an appropriately organized structure; and</li> <li><b>(iv)</b> use a variety of sentence structures and transitions to link paragraphs;</li> </ul> <p><b>(B)</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><b>(C)</b> write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> | <p>Specificity has been added to include revising for word choice.</p> <p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p> |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS   | 2009 TEKS   | Notes  |
|---|---|--|
| <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li><b>(i)</b> complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> </ul>   | <p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling; and</p> <p><b>(20) Oral and Written Conventions/Conventions.</b> 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> <ul style="list-style-type: none"> <li><b>(B)</b> use the complete subject and the complete predicate in a sentence; and</li> <li><b>(C)</b> use complete simple and compound sentences with correct subject-verb agreement.</li> </ul>  | <p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p> <p>The 2009 SE 20.B is subsumed in SE 11. D.i.</p> |
| <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li><b>(ii)</b> past tense of irregular verbs;</li> <li><b>(iii)</b> collective nouns;</li> <li><b>(iv)</b> adjectives, including their comparative and superlative forms;</li> <li><b>(v)</b> conjunctive adverbs;</li> <li><b>(vi)</b> prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li><b>(vii)</b> pronouns, including indefinite;</li> <li><b>(viii)</b> subordinating conjunctions to form complex sentences;</li> </ul> | <p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling; and</p> <p><b>(20) Oral and Written Conventions/Conventions.</b> 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><b>(A)</b> 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"> <li><b>(i)</b> verbs (irregular verbs and active voice);</li> <li><b>(ii)</b> collective nouns (e.g., class, public);</li> <li><b>(iii)</b> adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);</li> <li><b>(iv)</b> adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</li> <li><b>(v)</b> prepositions and prepositional phrases to convey location, time, direction, or to provide details;</li> <li><b>(vi)</b> indefinite pronouns (e.g., all, both, nothing, anything);</li> <li><b>(vii)</b> subordinating conjunctions (e.g., while, because, although, if); and</li> </ul> | <p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>  |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS  | 2009 TEKS   | Notes   |
|--|---|---|
| <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;"><b>(ix)</b> capitalization of abbreviations, initials, acronyms, and organizations;</p>   | <p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling; and</p> <p><b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(A)</b> use capitalization for:</p> <p style="padding-left: 20px;"><b>(i)</b> abbreviations;</p> <p style="padding-left: 20px;"><b>(ii)</b> initials and acronyms; and</p> <p style="padding-left: 20px;"><b>(iii)</b> organizations;</p>  | <p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>   |
| <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;"><b>(x)</b> italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and</p> | <p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling; and</p> <p><b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(B)</b> recognize and use punctuation marks including:</p> <p style="padding-left: 20px;"><b>(i)</b> commas in compound sentences; and</p> <p style="padding-left: 20px;"><b>(ii)</b> proper punctuation and spacing for quotations; and</p> <p><b>(C)</b> use proper mechanics including italics and underlining for titles and emphasis.</p>   | <p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>   |
| <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;"><b>(xi)</b> correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>  | <p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling; and</p> <p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(A)</b> spell words with more advanced orthographic patterns and rules:</p> <p style="padding-left: 20px;"><b>(i)</b> consonant changes (e.g., /t/ to/sh/ in select, selection; /k/ to/sh/ in music, musician);</p> <p style="padding-left: 20px;"><b>(ii)</b> 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 style="padding-left: 20px;"><b>(iii)</b> silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);</p> <p><b>(D)</b> use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p> | <p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p> <p>Note that SE 11.D.xi requires students to apply their knowledge of spelling by writing and editing drafts. The correct spelling of high-frequency words is also included in this SE.</p> |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS  | 2009 TEKS   | Notes |
|--|---|-------|
| <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(E)</b> publish written work for appropriate audiences.</p>   | <p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(E)</b> revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>   |       |
| <p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>   | <p><b>(16) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> write imaginative stories that include:</p> <ul style="list-style-type: none"> <li><b>(i)</b> a clearly defined focus, plot, and point of view;</li> <li><b>(ii)</b> a specific, believable setting created through the use of sensory details; and</li> <li><b>(iii)</b> dialogue that develops the story; and</li> </ul> <p><b>(B)</b> write poems using:</p> <ul style="list-style-type: none"> <li><b>(i)</b> poetic techniques (e.g., alliteration, onomatopoeia);</li> <li><b>(ii)</b> figurative language (e.g., similes, metaphors); and</li> <li><b>(iii)</b> graphic elements (e.g., capital letters, line length).</li> </ul> <p><b>(17) Writing.</b> Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p> |       |
| <p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(B)</b> compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> | <p><b>(18) Writing/Expository and Procedural Texts.</b> 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><b>(A)</b> create multi-paragraph essays to convey information about the topic that:</p> <ul style="list-style-type: none"> <li><b>(i)</b> present effective introductions and concluding paragraphs;</li> <li><b>(ii)</b> guide and inform the reader's understanding of key ideas and evidence;</li> <li><b>(iii)</b> include specific facts, details, and examples in an appropriately organized structure; and</li> <li><b>(iv)</b> use a variety of sentence structures and transitions to link paragraphs;</li> </ul>   |       |
| <p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>  |   |       |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS   | 2009 TEKS  | Notes  |
|---|--|--|
| <p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(D)</b> compose correspondence that requests information.</p>                                       | <p><b>(18) Writing/Expository and Procedural Texts.</b> 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><b>(B)</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><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(A)</b> generate and clarify questions on a topic for formal and informal inquiry;</p> | <p><b>(23) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(A)</b> brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p>   |  |
| <p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(B)</b> develop and follow a research plan with adult assistance;</p>                  | <p><b>(23) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(B)</b> generate a research plan for gathering relevant information about the major research question.</p> <p><b>(24) Research/Gathering Sources.</b> 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><b>(A)</b> 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> | Note that SE 13.B requires adult assistance. |
| <p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(C)</b> identify and gather relevant information from a variety of sources;</p>        | <p><b>(24) Research/Gathering Sources.</b> 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><b>(A)</b> 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>   |  |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS   | 2009 TEKS   | Notes |
|---|---|-------|
| <p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(D)</b> understand credibility of primary and secondary sources;</p>                       | <p><b>(24) Research/Gathering Sources.</b> 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><b>(B)</b> differentiate between primary and secondary sources;</p> <p><b>(25) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(B)</b> evaluate the relevance, validity, and reliability of sources for the research.</p>  |       |
| <p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(E)</b> demonstrate understanding of information gathered;</p>                             | <p><b>(26) Research/Organizing and Presenting Ideas.</b> 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><b>(B)</b> develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p>   |       |
| <p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(F)</b> differentiate between paraphrasing and plagiarism when using source materials;</p> | <p><b>(24) Research/Gathering Sources.</b> 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><b>(E)</b> differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>   |       |
| <p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(G)</b> develop a bibliography; and</p>  | <p><b>(24) Research/Gathering Sources.</b> 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><b>(D)</b> 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><b>(26) Research/Organizing and Presenting Ideas.</b> 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><b>(D)</b> uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p> |       |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS   | 2009 TEKS   | Notes  |
|---|---|--|
| <p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(H)</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> | <p><b>(26) Research/Organizing and Presenting Ideas.</b> 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><b>(C)</b> presents the findings in a consistent format; and</p>   | <p>Multimodal presentations include more than one mode of delivery.</p>  |
| <b>2009 standards with no identified 2017 alignment</b>   |   |  |
|   | <p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(C)</b> produce analogies with known antonyms and synonyms;</p>   |  |
|   | <p><b>(7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> 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>Literary nonfiction is not specifically referenced in the 2017 TEKS. However, it is considered a type of literary text. Instruction of literary text is addressed in SE 9.A.</p>                  |
|   | <p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(B)</b> determine the facts in text and verify them through established methods;</p>  |  |
|   | <p><b>(12) Reading/Comprehension of Informational Text/Persuasive Text.</b> 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><b>(A)</b> 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>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Instruction of argumentative text is addressed in SEs 9.E.i-9.E.iii.</p> |
|   | <p><b>(12) Reading/Comprehension of Informational Text/Persuasive Text.</b> 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><b>(B)</b> recognize exaggerated, contradictory, or misleading statements in text.</p>  | <p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Instruction of argumentative text is addressed in SEs 9.E.i-9.E.iii.</p> |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS | 2009 TEKS   | Notes   |
|-----------|---|---|
|           | <p><b>(13) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(A)</b> interpret details from procedural text to complete a task, solve a problem, or perform procedures; and</p>   | Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii. |
|           | <p><b>(14) Reading/Media Literacy.</b> 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><b>(B)</b> consider the difference in techniques used in media (e.g., commercials, documentaries, news);</p> |   |
|           | <p><b>(14) Reading/Media Literacy.</b> 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><b>(C)</b> identify the point of view of media presentations; and</p>  |   |
|           | <p><b>(14) Reading/Media Literacy.</b> 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><b>(D)</b> analyze various digital media venues for levels of formality and informality.</p>                 |   |
|           | <p><b>(19) Writing/Persuasive Texts.</b> 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>  | Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 12.C.           |
|           | <p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(C)</b> differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p>  |   |
|           | <p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(E)</b> know how to use the spell-check function in word processing while understanding its limitations.</p>  |   |

## Grade 5 Side-by-Side TEKS Comparison

| 2017 TEKS | 2009 TEKS  | Notes |
|-----------|--|-------|
|           | <p><b>(24) Research/Gathering Sources.</b> 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><b>(C)</b> 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><b>(25) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(A)</b> refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</p>  |       |
|           | <p><b>(26) Research/Organizing and Presenting Ideas.</b> 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><b>(A)</b> compiles important information from multiple sources;</p>  |       |
|           | <p><b>(27) Listening and Speaking/Listening.</b> 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><b>(C)</b> determine both main and supporting ideas in the speaker's message.</p>   |       |
|           | <p><b>(29) Listening and Speaking/Teamwork.</b> 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>  |       |