

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p style="padding-left: 20px;">(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write a multi-paragraph essay to convey information about a topic that:</p> <p style="padding-left: 20px;">(i) presents effective introductions and concluding paragraphs;</p> <p style="padding-left: 20px;">(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p> <p style="padding-left: 20px;">(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p> <p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p>	

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p style="padding-left: 20px;">(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write an imaginative story that:</p> <p style="padding-left: 20px;">(i) sustains reader interest;</p> <p style="padding-left: 20px;">(ii) includes well-paced action and an engaging story line;</p> <p style="padding-left: 20px;">(iii) creates a specific, believable setting through the use of sensory details;</p> <p style="padding-left: 20px;">(iv) develops interesting characters; and</p> <p style="padding-left: 20px;">(v) uses a range of literary strategies and devices to enhance the style and tone; and</p> <p>(B) write a poem using:</p> <p style="padding-left: 20px;">(i) poetic techniques (e.g., rhyme scheme, meter);</p> <p style="padding-left: 20px;">(ii) figurative language (e.g., personification, idioms, hyperbole); and</p> <p style="padding-left: 20px;">(iii) graphic elements (e.g., word position).</p> <p>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</p> <p>(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write a multi-paragraph essay to convey information about a topic that:</p> <p style="padding-left: 20px;">(i) presents effective introductions and concluding paragraphs;</p> <p style="padding-left: 20px;">(ii) contains a clearly stated purpose or controlling idea;</p> <p style="padding-left: 20px;">(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p> <p style="padding-left: 20px;">(iv) accurately synthesizes ideas from several sources; and</p> <p style="padding-left: 20px;">(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p> <p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p> <p>(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and</p>	

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write an imaginative story that:</p> <ul style="list-style-type: none"> (i) sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; and (v) uses a range of literary strategies and devices to enhance the style and tone; and <p>(B) write a poem using:</p> <ul style="list-style-type: none"> (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); and (iii) graphic elements (e.g., word position). <p>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</p> <p>(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write a multi-paragraph essay to convey information about a topic that:</p> <ul style="list-style-type: none"> (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; <p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p> <p>(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and</p>	

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(B) write complex sentences and differentiate between main versus subordinate clauses; and</p> <p>(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(ii) consistent, appropriate use of verb tenses and active and passive voice;</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) 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;">(i) verbs (perfect and progressive tenses) and participles;</p> <p>(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(iii) prepositions and prepositional phrases and their influence on subject-verb agreement;</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(iv) pronoun-antecedent agreement;</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(v) correct capitalization;</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use conventions of capitalization; and</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(B) use correct punctuation marks, including:</p> <p style="padding-left: 20px;">(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and</p> <p style="padding-left: 20px;">(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p> <p>The 2017 TEKS require students to apply their knowledge of spelling by writing and editing drafts.</p>

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. 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>(E) publish written work for appropriate audiences.</p>	<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write an imaginative story that:</p> <ul style="list-style-type: none"> (i) sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; and (v) uses a range of literary strategies and devices to enhance the style and tone; and <p>(B) write a poem using:</p> <ul style="list-style-type: none"> (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); and (iii) graphic elements (e.g., word position). <p>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;</p>	<p>(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write a multi-paragraph essay to convey information about a topic that:</p> <ul style="list-style-type: none"> (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; 	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>		

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p>(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p>	
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry;</p>	<p>(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	SE 12.A specifies student-selected and teacher-guided questions for formal and informal inquiry.
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. 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) develop and revise a plan;</p>	<p>(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.</p>	
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p>	<p>(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and</p>	
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(D) identify and gather relevant information from a variety of sources;</p>	<p>(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p>	
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(E) differentiate between primary and secondary sources;</p>		
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(F) synthesize information from a variety of sources;</p>	<p>(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;</p>	
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(G) differentiate between paraphrasing and plagiarism when using source materials;</p>	<p>(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.</p>	

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(H) examine sources for:</p> <p style="padding-left: 20px;">(i) reliability, credibility, and bias, including omission; and</p>	<p>(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.</p>	SE 12.H.i has been expanded to include credibility and bias.
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(H) examine sources for:</p> <p style="padding-left: 20px;">(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;</p>		
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(I) display academic citations and use source materials ethically; and</p>	<p>(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and</p>	SE 12.I has been expanded to include the ethical use of source materials.
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p>(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(C) presents the findings in a meaningful format; and</p>	Multimodal presentations include more than one mode of delivery.
2009 standards with no identified 2017 alignment		
	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);</p>	
	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and</p>	
	<p>(3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and</p>	

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	(5) Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	
	(7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	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 8.A.
	(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	
	(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and	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 8.E.i-8.E.iii.
	(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.	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 8.E.i-8.E.iii.
	(12) Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and	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 8.D.i-8.D.iii.
	(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p>(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(C) evaluate various techniques used to create a point of view in media and the impact on audience; and</p>	
	<p>(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(D) assess the correct level of formality and tone for successful participation in various digital media.</p>	
	<p>(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology</p>	
	<p>(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</p> <p>(A) establishes a clear thesis or position;</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 11.C.
	<p>(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</p> <p>(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and</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 11.C.
	<p>(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</p> <p>(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.</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 11.C.
	<p>(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) relative pronouns (e.g., whose, that, which); and (v) subordinating conjunctions (e.g., because, since); 	

Grade 8 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p>(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(B) categorize information thematically in order to see the larger constructs inherent in the information;</p>	
	<p>(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;</p>	
	<p>(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</p>	
	<p>(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.</p>	